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### Bridgewater College Catalog, Session 2002-03

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2002-2003  
College Catalog

*Bridgewater College*  
*of Virginia*

*College of Character; Community of Excellence*





# ***Bridgewater College***

## **2002 - 2003 Calendar**

### **Summer Sessions**

June 3	Session I Begins
June 21	Session I Ends
June 21	Freshman Orientation & Registration
June 24	Session II Begins
July 4 (Thurs)	Independence Day Holiday
July 12	Freshman Orientation & Registration
July 26	Freshman Orientation & Registration
August 2	Session II Ends

### **Fall Semester, 2002**

August 19 - 23	Meetings of the Faculty
August 24	New Student Orientation
August 25	New Student Orientation; Freshmen Registration
August 26	New Student Orientation; Upper Class Registration
August 27	Classes Begin Opening Convocation; 9:30 A.M.
September 2	Labor Day (Classes as Usual)
September 4	Last Day to Add a Class
October 4	D/F Warnings Due
October 4 - 6	Homecoming Weekend
October 14, 15	Fall Holiday
October 18	Last Day to Withdraw from a Course; WP Grade Assigned
October 25 - 27	Family Weekend
November 8	Last Day to Withdraw from a Course; WP/WF Grade Assigned
November 26	Thanksgiving Recess Begins after Last Class
December 2	Classes Resume
December 4	Last Day of Classes
December 5, 6	Final Examinations

December 7, 8	Study Days
December 9 - 11	Final Examinations
	Christmas Holiday Begins after Last Exam

### **Interterm, 2003**

January 6	Interterm Begins
January 23	Interterm Ends

### **Spring Semester, 2003**

January 24	Registration
January 27	Classes Begin
	Senior Comprehensives in P.M.
February 4	Last Day to Add a Class
February 28	Spring Break Begins After Last Class; D/F Warnings Due
March 10	Classes Resume
March 14	Last Day to Withdraw from a Course; WP Assigned
April 1 (Tues)	Founder's Day Convocation
April 2	Last Day to Withdraw from a Course; WP/WF Grade Assigned
April 17	Easter Recess Begins After Last Class
April 22	Classes Resume
May 6	Last Day of Classes
May 7	Study Day
May 8 - 10	Final Examinations
May 11	Study Day
May 12, 13	Final Examinations
May 18	Baccalaureate 10:00 A.M.
May 18	Commencement 2:00 P.M.

CATALOG OF

**BRIDGEWATER COLLEGE**



Bridgewater, Virginia 22812-1559  
540-828-8000

**Fax:**

Admissions - 540-828-5481

**Electronic Mail:**

[admissions@bridgewater.edu](mailto:admissions@bridgewater.edu)

**World Wide Web:**

<http://www.bridgewater.edu/>

CATALOG ISSUE  
ONE HUNDRED TWENTY-THIRD SESSION  
2002 - 2003

Bridgewater College seeks to enroll qualified students regardless of sex, race, color, religion, disability, age or national or ethnic origin. Further, the College does not discriminate on the basis of sex, race, color, religion, disability, age or national or ethnic origin in the administration of its educational policies, employment practices, admissions policies, scholarship and loan programs, and athletic and other college administered programs and activities insofar as any of these groups are defined and protected by federal and Virginia law.

Bridgewater College welcomes visitors to its campus and inquiries about its educational program. Athletic, cultural, and social events are open to the public. Visitors should make appointments in advance with persons they wish to see and for guided tours of the campus if such tours are desired. For directions to Bridgewater, see page 209.

The mailing address is Bridgewater College, 402 East College Street, Bridgewater, Virginia 22812-1599, and the telephone number is 540-828-8000. Letters to the College should be addressed, according to the nature of the inquiry, as follows:

1. **President** – bequests, development program, foundations, and general matters pertaining to the college
2. **Vice President and Dean for Academic Affairs** – personnel matters for academic positions, academic requirements, curriculum, courses of study, and learning disabilities
3. **Vice President for Finance and Treasurer** – expenses, plans for payment of tuition, accident insurance, and other business matters
4. **Vice President for Administration** – administration, planning and institutional analysis
5. **Vice President for Institutional Advancement** – development program
6. **Executive Assistant to the President** – administration and staff coordination
7. **Director of Enrollment Operations** – admission procedures, catalogs, viewbooks, and other information for prospective students
8. **Director of Financial Aid** – scholarships and financial aid
9. **Registrar** – student records and transcripts
10. **Dean of Students** – general student affairs, physical disabilities, guidance and counseling services, housing
11. **College Chaplain** – student religious life and activities
12. **Director of Career Services** – credentials to support applications for employment
13. **Director of Planned Giving** – bequests
14. **Director of Alumni Relations** – alumni activities
15. **Director of Annual Giving** – annual giving
16. **Director of Public Information** – news, publications
17. **Director of Foundations and Corporate Relations** – foundation and corporate giving
18. **Director of Sports Information** – sports news, publications
19. **Human Resources Coordinator** – personnel matters for non-academic positions, benefits

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**The Bridgewater College Catalog is a multi-purpose bulletin, not a contract.** Because it serves as an official record of the College, the College Catalog describes the courses of study, explains certain rules and regulations, states the cost of attendance, contains registers of the administration and faculty, and describes other aspects of campus life. All of these items are subject to change from time to time. The catalog, therefore, serves as a reference for faculty and students and also as an introduction to prospective students and their families and friends. The Contents gives the major divisions of the catalog; the Index at the back of the book helps locate specific information of interest.



Phillip C. Stone  
PRESIDENT

# *Bridgewater College*

November, 2001

Over the last several years, Bridgewater College has celebrated many successes attributable to a great extent to the many changes in our campus environment and our continued effort to improve programs on campus.

This effort to pursue excellence has our campus buzzing with activity. We are enjoying the new Funkhouser Center for Health and Wellness. We continue to set records in our enrollment. Additionally, we are pleased to report that our Personal Development Portfolio program has been strengthened and linked directly to our revised general education curriculum. Both programs are part of our commitment to contribute value to our students.

In addition to the successes we are enjoying academically, we have much to boast about in athletics. Our football team completed the regular season undefeated and won the Old Dominion Athletic Conference (ODAC) championship for the first time since 1980. We are delighted that they qualified for the NCAA playoffs. In cross country, the men's ODAC championship was won by one of our athletes, who was also named Runner of the Year in cross country by the ODAC. The men's cross country championship was won for the first time in the College's history in 20 years! We are also excited as our men's and women's basketball teams as they gear up for their seasons.

I know we are doing something right here at Bridgewater because more and more students want to be a part of it. Last year, we surpassed an enrollment goal of 1,200 full-time students.

We feel that Bridgewater's commitment to its mission to educate and develop the whole person with a focus on personal accountability and civic responsibility makes a difference.

Please join us in our exciting challenge and venture to make things better at Bridgewater!

Sincerely,

Phillip C. Stone



*"College of Character; Community of Excellence"*

BRIDGEWATER COLLEGE, BRIDGEWATER, VIRGINIA • 22812-1599 • 540-828-5605 • FAX 540-828-5479 • pstone@bridgewater.edu

## Statement of Institutional Purpose

*The mission of Bridgewater College is to educate and develop the whole person. Our graduates will be equipped to become leaders, living ethical, healthy, useful and fulfilling lives with a strong sense of personal accountability and civic responsibility. This mission is carried out in a learning community, with Christian values, high standards of integrity and excellence, affirming and challenging each member.*

Bridgewater College strives to be an academic community with a distinctively Christian atmosphere and with a wholesome balance of learning, service and leisure. The College endeavors to be a community in which each person is treated with respect, there is mutual concern and support, and each person can develop a sense of responsibility to others—both near and far. Bridgewater promotes breadth of intellectual experience as well as proficiency in specific subject fields. Broadly speaking, its primary academic objective is a comprehensive appreciation of the social sciences, the humanities, and the natural sciences.

Bridgewater endeavors to give its graduates a sound foundation as they choose and prepare for their careers. It is interested in their occupational competence and success and intends that they become both humane and effective professionals and practitioners. Bridgewater concentrates on developing the total person, serving the student planning to go directly from undergraduate studies into a career, as well as the one planning to pursue graduate or professional education. The Bridgewater graduate should be able to participate in life with resilience of mind and good judgement, with imagination in dealing with unexpected emergencies, with a sharpened ability to reason and communicate, and with disciplined taste and enjoyment. This concentration on the total person and general education differentiates the liberal arts college from technical and professional schools.

Developing the total person is taken seriously at Bridgewater. On the premise that a recognition of one's capabilities is the beginning of wisdom, Bridgewater offers a liberal arts education designed to help the student gain as complete a self-understanding as knowledge makes possible. As a liberal arts college, it devotes itself to helping students find out how they think, what they feel, why they act, and who they are. Life at Bridgewater College can become a journey of exploration and discovery to the student who is committed unreservedly to the process of a liberal arts education.

In an age of rapid social and scientific change, it is more important than ever that a Christian liberal arts college invite its students to develop an appreciation of the complex bonds which relate persons to each other and to God. The student may discover his or her orientation for life in the library, the classroom, the laboratory, the rehearsal hall, the residence hall, or on the playing field. Believing that religion can be the integrating force in the lives of men and women, Bridgewater emphasizes the freedom and obligation of each individual to develop a personal faith and to find a meaningful place in the world.



## Educational Objectives

To live up to its educational commitment as a liberal arts college, Bridgewater provides resources and encouragement for the student:

- to acquire the ability to speak and write the English language with clarity and effectiveness;
- to understand how people, events, and ideas of the past have shaped the world in which we live;
- to develop an understanding of the diverse cultures that comprise the global community;
- to understand the natural world and the method and philosophy of science.
- to appreciate art, music, and literature with sensitivity and critical judgment;
- to understand the economic, political, and social structures of our society;
- to develop competence in critical and creative thinking which will facilitate exploration of new areas of knowledge;
- to seek knowledge in depth in a particular field;
- to focus on a career choice which integrates interests, abilities, values, and commitments;
- to strive for physical well-being, emotional maturity, and ethical and spiritual awareness;
- acquire an awareness of the need for accomplished leaders and develop personal skills in the art of leadership; and
- demonstrate knowledge and skill in the use and application of information technology media.

## Summary

The education offered at Bridgewater is broad, deep, and liberating. It can emancipate one from narrow provincialism and from the distortion of subjective bias; it can free individual creativity and promote the art of the examined life; it can develop the realization that the gift of life demands service to humanity. It helps to conserve basic values while recognizing the need for change. It leads one, while acknowledging that truth is not fully known, to submit to the best and fullest truth that can be known.



# BRIDGEWATER PAST AND PRESENT

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Bridgewater was established in 1880 as Spring Creek Normal and Collegiate Institute by Daniel Christian Flory, an alumnus of the University of Virginia and a young progressive leader in the Church of the Brethren which was organized in 1708 by Alexander Mack. Nine years later the school was named Bridgewater College and chartered by the Commonwealth of Virginia to grant undergraduate degrees. Bridgewater conferred its first bachelor of arts degree on June 1, 1891, thereby becoming the first of the colleges having historic associations with the Church of the Brethren to grant degrees.

The founding fathers wisely conceived of and organized Bridgewater as a residential college because they realized that students learn from one another as well as from the faculty. They knew that students from widely different places, holding varied views and opinions, would have much to understand, to adjust, to eliminate, and many inter-relationships to be refined in living together over a period of four years. They surmised that successive student bodies would develop self-perpetuating traditions that would be educational in itself.

Two major influences, the University of Virginia and the Church of the Brethren, have shaped Bridgewater as an educational institution and created its personality. Its historic association with the Church of the Brethren, its modified Georgian architecture, its Honor Code, and its seal on which is inscribed truth, beauty, goodness, and harmony bear testimony to the strength of these two shaping influences.

Bridgewater became the first co-educational liberal arts college in Virginia and one of the few accredited colleges of its type in the South which was not greatly disturbed by the Supreme Court's desegregation decision of 1954. Bridgewater's heritage and institutional idealism has determined that its educational program should emphasize ethical and spiritual values. This emphasis on values can be discerned in the course offerings in religion and philosophy, in the convocation programs, in an inclination to think well of people, in the emphasis placed on inner-directed character, and in a strong social consciousness.

Today, Bridgewater has a student body of over 1200 men and women who represent many races and creeds. The College offers the Bachelor of Arts Degree and Bachelor of Science Degree. Electing to keep its enrollment small, Bridgewater maintains a faculty-student ratio of 1:15, thus insuring that the College knows its students one by one. Bridgewater also offers the Bachelor of General Studies Degree, an individually prescribed degree program for adult learners. To further stimulate scholarship and to enrich the cultural life of the student body, in 1962 Bridgewater became a charter member of Brethren Colleges Abroad. BCA makes it possible for a select group of students to spend part or all of their junior year at one of 11 campuses in Europe, India, Japan, Ecuador or China.

Bridgewater insists that its faculty be not only proficient and inspiring disseminators of knowledge, but that they also be creators of it. Faculty members do research, read papers before learned societies, and publish books and articles. This emphasis on the search for knowledge has encouraged student-faculty research. Over the years, Bridgewater graduates have received fellowships and assistantships for graduate and professional study from outstanding universities of the country. Bridgewater scholars have received Fulbright, Woodrow Wilson, National Science Foundation, Root Tilden, and Rockefeller Fellowships.

Bridgewater College graduates have become leaders in many areas of our society. Their education at Bridgewater has encouraged them to use imagination and intuitive insights, gifts that lend themselves to leadership roles. The faculty recognizes that leadership involves more than technical skills and techniques; leadership also demands spiritual disci-

pline as well as a liberal education and a caring attitude to relate meaningfully to other people.

Bridgewater has had an honorable history, spanning more than a century. It has been true to the Jeffersonian and Brethren ideals of the founders by encouraging freedom of thought, by pioneering in co-education and integration, by growing and developing to meet the changing needs of the passing years, by insisting on high scholastic standards, and by educating good and useful citizens.

\*\*\*\*\*

Bridgewater College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033-4097; phone number 404-679-4501, to award the baccalaureate degree. It is also accredited by the State Board of Education of Virginia and offers a State-Approved Program of teacher education. The business program of the George S. Aldhizer II Department of Economics and Business is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP) for the awarding of B.A. and B.S. degrees with majors in business administration. Bridgewater is a member of the American Council on Education, the Association of Virginia Colleges and Universities, the Council of Independent Colleges, and the National Association of Independent Colleges and Universities.

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Institutions are required to disclose the six-year graduation rate to all current and prospective students. To meet this disclosure requirement and provide our students and prospective students and their parents with a better understanding of the meaning of those rates in context, we provide the following statement:

*Bridgewater College has a freshman retention rate of 75% and a six-year graduation rate of 61%. These rates compare favorably with retention and graduation rates for private Virginia colleges with total enrollment between 700 and 2,000 as published by U. S. News & World Report in the 2002 edition of America's Best Colleges guide. Retention rates for this group range from a low of 59% to a high of 80%. Graduation rates range from a low of 34% to a high of 68%.*

# CAMPUS SETTING AND FACILITIES

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Bridgewater College is located in the Shenandoah Valley, a scenic and historic region in Virginia. The Allegheny Mountains to the west and the Blue Ridge chain to the east are both visible from the campus. Old Stone and Mossy Creek Presbyterian Churches and the Cross Keys and Piedmont Civil War battlefields are just a few miles from the campus. Many houses in the town of Bridgewater are 140 years old or older.

Situated in this beautiful and historic setting, the Bridgewater campus is comprised of 190 acres. The educational activities are focused on the primary campus of 40 acres on which are located Bridgewater's complex of buildings of different periods and styles of architecture. The beauty and charm of the campus complement Bridgewater's friendly atmosphere.

The rooms in all the residence halls are provided with single beds, mattresses, dressers, tables, bookshelves, window shades, and light bulbs. Students provide linens, bedding, pillows, curtains, table lamps, rugs, and other furnishings desirable to make the rooms more attractive and comfortable.

## **Residence Halls**

**Blue Ridge Hall**, a residence hall for 150 women and a director of residence, was erected in 1949. The name of the hall honors Blue Ridge College of New Windsor, Maryland, which was discontinued in 1944. This building was renovated and air-conditioned in 1988.

**Daleville Hall**, another residence hall for women, houses 105 students, together with a director of residence. It was built in 1962-63. The name of the hall honors Daleville College of Daleville, Virginia, a Church of the Brethren college, which was consolidated with Bridgewater in 1923.

**Dillon Hall**, erected in 1965-66, houses 168 women and a director of residence. The name of the hall honors J. B. Dillon who was a trustee of Bridgewater for 26 years; his brother, W. D. Dillon, a benefactor of the College; and their father, John Henry Dillon, who was a leader in the Church of the Brethren.

**Geisert Hall**, erected in 1990, accommodates 172 women and a resident director. The building is named in honor of Wayne F. Geisert who served as president of Bridgewater College from 1964 to 1994.

**Heritage Hall**, erected in 1963-64, accommodates 170 men and contains an apartment for the resident director, reception rooms, and recreation rooms. The hall is named in honor of Allen B. Bicknell, Newton D. Cool, Frederick D. Dove, John S. Flory, Mattie V. Glick, J. Maurice Henry, Minor C. Miller, A. Ray Showalter, C. E. Shull, and Marshall R. Wolfe.

**Wakeman Hall**, erected in 1980, accommodates 100 men and a resident director. The building is named for Benjamin O. and Crystal Driver Wakeman, longtime friends and supporters of the College.

**Wright Hall**, erected in 1958-59, accommodates 164 men and contains apartments for two residence hall directors, reception rooms, and recreation rooms. The name of the hall honors brothers Frank J. and Charles C. Wright.

### **Educational and Recreational Facilities**

**Rebecca Hall**, erected in 1928-29 as a women's residence and dining hall, now houses offices and studios of the art department, other faculty offices, the Family and Consumer Sciences department, and a lecture room-auditorium for 200 persons. The building is named in honor of Mrs. Rebecca Driver Cline, wife of Benjamin Cline of North River, whose contribution helped pay for its construction.

**Yount Hall**, constructed in 1905, was extensively remodeled in 1977 to provide offices for Admissions staff, Financial Aid staff, and faculty offices. Its name commemorates the valued services of Walter B. Yount, Bridgewater's first president, and also the services of his gifted mother, Mrs. Margaret C. Yount.

**Cole Hall**, was erected in 1929 as the auditorium section of a future administration building. The auditorium seats about 650 people and is equipped with a modern stage, dressing rooms, a stage lighting system, motion picture and sound equipment, two artist grand pianos, and a three-manual Moeller organ with 51 ranks of pipes which was installed in 1974. The name of the building perpetuates the memory of Dr. Charles Knox Cole. It is a gift of his daughter, Mrs. Virginia Garber Cole Strickler.

**Alexander Mack Memorial Library**, named for the founder of the Church of the Brethren, was built in 1962-63. It houses more than 171,000 books and periodical volumes and seats 149 readers. A government depository since 1902, the Library also houses over 46,000 government documents. Other special features include the Church of the Brethren Room and a Special Collections Room housing genealogy and Virginia history collections, as well as other special collections. An automated library system, nicknamed ALEX, provides automated circulation and campus-wide computer access to the library collection.

**Flory Hall**, named in 1984, in honor of D. C. Flory, the College's founder, and John S. Flory, long-time president and professor, is the complex made up of the former Founders Hall (erected in 1903), Wardo Hall (erected in 1910), and the link constructed in 1983 which connects these two historic buildings. Wardo Hall served as a men's residence for most of its history. Founders Hall has housed principal administrative offices and classrooms.

**Bowman Hall** was erected in 1953. In 1995-96 it was completely renovated to house English, Sociology, Philosophy and Religion, Psychology, Economics and Business departments and the C. E. Shull Information Technology Center. The name Bowman Hall honors Samuel M. Bowman, Paul H. Bowman, and Warren D. Bowman. Samuel M. Bowman gave the College an estate to promote instruction in biology, agriculture, and Family and Consumer Sciences. Paul H. Bowman served the College as president for twenty-seven years; and Warren D. Bowman served as president for fifteen years.

**McKinney Center for Science and Mathematics**, completed in 1995, is named in honor of Dr. and Mrs. Robert M. McKinney. A trustee of Bridgewater College for several decades, Dr. McKinney was a research chemist for Dupont Corporation. The building which bears his name consists of 75,000 square feet of space including modern science and computer

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laboratories, numerous classrooms, and faculty offices.

**Memorial Hall**, formerly known as Stanley Hall, was built in 1890. In 1927 it was renovated and re-dedicated as Memorial Hall. The building was modernized in 1953 and 1971.

**Nininger Hall**, formerly known as Alumni Gymnasium, was named for R. Douglas Nininger, longtime chairman of the Board of Trustees, his wife and other members of his family. The building was erected in 1957-58 and was extensively remodeled in 1979-80. In addition to the usual athletic facilities, the building contains classrooms and a swimming pool that boasts a movable floor (depth) to accommodate the handicapped.

**The Fred O. and Virginia C. Funkhouser Center for Health and Wellness.** A 34,000 square foot health and wellness center on the corner of Dinkel Avenue and College View Drive, constructed in 2001.

Nininger Hall (our present athletic, intramural, and recreational facility) is used for intercollegiate athletics, and the Funkhouser Center for intramurals, recreational play, and academics.

The Center includes two 50 x 84 basketball courts, a 50 x 94 basketball court, two volleyball courts, a jogging track, two racquetball courts, a cardiac center (exercise and weight training), and a multi-purpose space for aerobics. The College's health services and athletic training offices also located in the Funkhouser Center.

**Jopson Field**, named in honor of Dr. H. G. M. Jopson, emeritus faculty member and coach of track and cross-country teams, is a spacious and attractive field lying along the southern boundary of the campus and bordering North River. The original field was purchased and developed with contributions from the Classes of 1923, 1924, 1925, and 1926 and many other alumni and friends. Extensive renovation of the field was completed in the summer of 1971 when drainage and irrigation systems were installed, an all-weather track was constructed, and the football field and baseball diamond were relocated. In 1986 extensive renovations, including a 2500-seat football stadium, were completed. The fields received extensive repair and upgrade again following the flood of September, 1996. The facility also includes practice and playing fields for soccer, and softball.

**Mapp Field**, named in honor of Laura Susan Mapp, emerita associate professor of Physical Education, is adjacent to Jopson Field along the southern boundary of the campus. It borders the North River. The field is used for field hockey and lacrosse.

**The Carter Center for Worship and Music** is the former Bridgewater Church of the Brethren. The first structure on the present location was erected in 1914. A new sanctuary and additional facilities for Christian education were added in 1953. The old sanctuary was converted into a chapel in 1965. Extensive renovations were undertaken in 2000. The Carter Center is presently used for worship services, convocations, concerts, lyceums and other special events and is the home of the Music Department, the College Chaplain and the Office of Service Learning.

**The Kline Campus Center**, completed in the summer of 1969, is one of the finest student service centers of its kind. It is named in honor of the Wilmer Kline family who gave generously in support of the cost of the facility and in honor of Elder John Kline, Church of the Brethren martyr during the Civil War. The main floor has a cafeteria with a dining capacity of 550 and enclosed side dining areas for small groups. Also on this level are a reception desk for campus visitors, the main lounge, an art gallery, and the College President's

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dining room.

The lower level houses a large bookstore, snack shop, billiards room, campus post office, and faculty-alumni room. Lockers and a lounge are provided for commuter students. Student government and publications offices are on the top floor. The center, completely air-conditioned, is connected to Cole Hall auditorium and to auditorium facilities of Rebecca Hall.

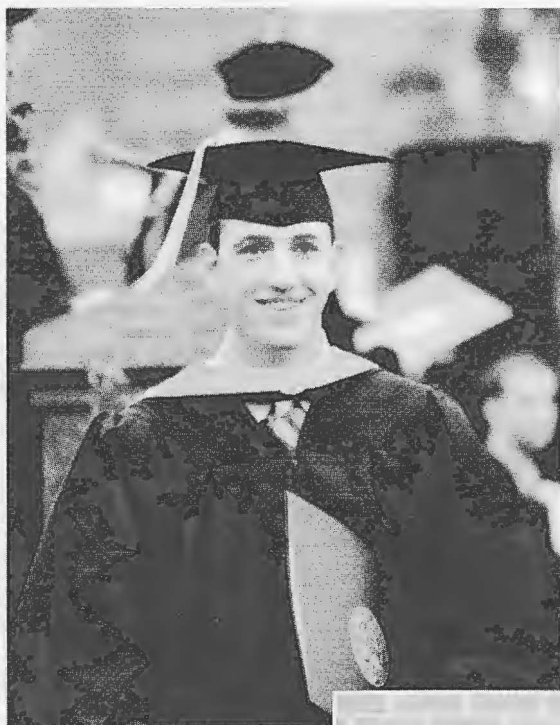
**Moomaw Hall**, serving the Family and Consumer Sciences Department, was built and put into use in 1969, honoring Leland C. and Nina Kinzie Moomaw of Roanoke, Virginia, who gave generously toward the project. The women of the southeastern region of the Church of the Brethren also contributed substantial funds toward the building, and several church districts and local women's groups gave continuous support. An area of the facility honors S. Ruth Howe, former department chair.

**The C. E. Shull Information Technology Center** honors C. E. Shull, former Bridgewater professor of mathematics and physics.

The Center is equipped with a vast array of computers and network servers. In addition to numerous personal computers in faculty offices and academic departments, several computer laboratories are available for general use by students, faculty, and staff. The campus, including residence halls, is fully networked and connects to the Internet through a T1 link. To connect to the campus network through the residence hall, students must bring a personal computer running Windows (or NT) with an ethernet card already installed. Additional information about requirements for connecting to the campus network can be found on the World Wide Web at <http://www.bridgewater.edu>. Using these networks, the Information Technology Center provides a full range of services including a web server and electronic mail.

**The Reuel B. Pritchett Museum** was established by the Rev. Reuel B. Pritchett of White Pine, Tennessee, who gave his large collection of books, rare Bibles, and articles of antiquity to the College in 1954. The collection consists of 175 rare books, including a Bible published in Venice in 1482, and seven Bibles printed in Philadelphia in the eighteenth-century by Christopher Sauer. Over 10,000 artifacts are included in the collection. The museum is located in Cole Hall.

Among other physical facilities of the College are a number of faculty residences, several small apartment houses, the president's home, the central heating plant, and the old gymnasium now used as a maintenance facility.

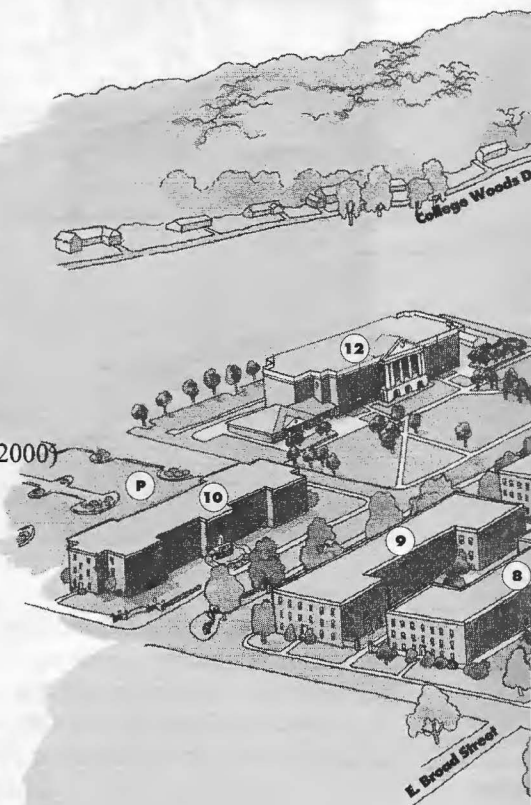


# THE BRIDGEWATER CAMPUS

## KEY TO BUILDINGS

(Date in parentheses indicates year of construction or acquisition)

1. Yount Hall (1905): Admissions Office, Financial Aid Office
2. Memorial Hall (1890): Music Department
3. Flory Hall (named 1984), comprised of the former Founders' Hall (1903), Wardo Hall (1910), and the connecting link (1984): Office of the President, Offices of the Vice President and Dean for Academic Affairs and the Vice President for Administration, Registrar's Office Business Office, Institutional Advancement Office, Departments of Education, History and Political Science, and Foreign Languages
4. Old Gymnasium (1908): Student Recreation
5. Paul V. Phibbs Maintenance Center (1921). Addition to facility (1990)
6. The Carter Center for Worship and Music (1914/2000)
7. Alexander Mack Memorial Library (1963)
8. Wright Hall (1959): men's residence
9. Heritage Hall (1964): men's residence
10. Geisert Hall (1990): women's residence
11. Bowman Hall (1953/2000): Departments of Economics and Business, English, Philosophy and Religion, Psychology, Sociology, C. E. Shull Information Technology Center
12. McKinney Center for Science and Mathematics (1995): Departments of Biology, Chemistry, Mathematics and Computer Science, and Physics
13. Blue Ridge Hall (1949): women's residence
14. Daleville Hall (1963): women's residence
15. Wakeman Hall (1980): men's residence
16. Dillon Hall (1966): women's residence
17. Moomaw Hall (1969): Family and Consumer Sciences Department
18. Rebecca Hall (1929): Art Department, Student Affairs Offices, Chaplain's Office, campus radio station
19. Kline Campus Center (1969): visitor's reception, student services, dining hall, bookstore, post office, student senate and publications office
20. Cole Hall (1929): auditorium, Reuel B. Pritchett Museum, chapel
21. Boitnott House (1900): Counseling Center
22. Strickler Apartments (1995)
23. Bicknell House (1900):
24. President's House (1949)
25. Nininger Hall (1980)
26. Jopson Field
27. Mapp Field
28. Funkhouser Center for Health and Wellness (2001)







# THE ADMISSION OF STUDENTS

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**Requirements.** Bridgewater College seeks to enroll qualified students regardless of sex, race, color, handicap, or national or ethnic origin; and further, it does not discriminate on the basis of sex, race, color, handicap, or national or ethnic origin in the administration of its educational policies, employment practices, admissions policies, scholarship and loan programs, and athletic and other college administered programs and activities. Admission is granted to those who present evidence of ability to succeed in the type of program provided. While success in a liberal arts college may depend upon several qualities, applicants for admission to Bridgewater are expected to show the following types of ability and achievement:

1. **Graduation from an accredited senior high school or secondary school.** The program of courses completed in the high school should include the following credits: four in English; two in one foreign language, preferably in French, German, or Spanish; three in college preparatory mathematics, preferably advanced algebra; two in social studies and history; two in science; and four in suitable electives. While the electives may be in vocational or non-academic subjects, it is recommended that they be in academic subjects such as English, science, mathematics, and social studies. In case the applicant wishes to become an engineer or scientist, one of the four electives should be in mathematics. Applicants from Virginia high schools are encouraged to take a program leading to the Advanced Studies Diploma.
2. **Average or better than average scholarship on the secondary school program completed.** The grades or marks made on the high school or secondary school program and scores made on achievement tests covering the secondary school subjects should be high enough to give reasonable assurance of ability to do college work. Rank in the upper half of the graduating class is normally required. If an applicant ranks lower than the upper half, strong compensative qualities need to be shown in order to gain admission.
3. **A satisfactory score on the Scholastic Aptitude Test (SAT)** of the College Entrance Examination Board or the American College Test (ACT) of the American College Testing Program. Scores on the SAT 2 are welcome but not required. A bulletin of information concerning these tests may be obtained from high school officials or by writing directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. The dates for the Scholastic Aptitude Test are as follows:

## SAT Dates 2002 - 2003

October 13 .....	SAT I and II
November 3 .....	SAT I and II
December 1 .....	SAT I and II
January 26 .....	SAT I and II
March 16 .....	SAT I only
May 4 .....	SAT I and II
June 1 .....	SAT I and II

For information about the ACT, high school guidance offices should be consulted.

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4. **Good character.** Success in a church-related liberal arts college depends not only upon the type and quality of secondary school program completed but also upon good character. Good character includes such qualities as clean living, high aspirations, and industriousness. Applicants are expected to present evidence of them.
5. **Guidelines for Students Who are Home-Schooled.** The Admissions Committee evaluates all students who are home-schooled for admission to Bridgewater College. The criteria for admission are essentially the same for all applicants in terms of SAT or ACT scores, recommendations and high school transcripts. The transcript can be obtained through your home-school association. If you are not associated with a specific organization, Bridgewater will accept a transcript put together by the home-schooling parent. Home-schooled applicants may be required to take the GED. The GED degree is required for those students who are applying for Title IV federal financial aid. A campus visit is highly recommended.
6. **Guidelines for Applicants Who Have a GED.** The Admissions Committee evaluates all students who have earned a GED. An SAT or ACT score is required for consideration in addition to recommendations in support of one's application. A copy of the GED certificate must be submitted as well as a transcript of any completed high school coursework.

**Procedure.** Application for admission may be made upon the completion of the junior year in high school, and it should be made not later than August 1 of the year one wishes to enroll. Those who wish to matriculate at the beginning of the Interterm, or the Spring Semester must file an application for admission at least thirty days in advance of the desired date of enrollment.

In order to obtain full and complete information concerning the achievements of applicants and their abilities to do college work, Bridgewater College will use the following methods:

1. **The application form.** The application form has been designed to provide information needed by the Admissions Committee. This form may be obtained from the Office of Admissions or via the Internet at <http://www.bridgewater.edu>. After it has been completely filled out, it should be returned to this office.
2. **The high school or secondary school transcript.** Upon receipt of the application form, the College asks the applicant's high school to furnish an official transcript of the student's academic record. Transfer students are required to submit official transcripts of their records from other institutions in addition to the high school or secondary school transcript.
3. **Written recommendations.** Upon receipt of the application form, the College asks the applicant's guidance officer and his or her minister or teacher, to provide a character rating or a character recommendation.
4. **Personal interview.** Soon after the application form has been sent in, any applicant who has not talked with an official representative of the College should arrange to come to the campus for a personal interview. This interview is conducted by a member of the admissions staff. Appointment for an interview may be made by telephoning or writing to the Admissions Office.
5. **Health record.** Each applicant must present a written health report on a form supplied by the College. The form must be returned to the College before official registration can begin.

Each application is acknowledged by a letter from the Director of Admissions. As soon as the various data included in the application have been received and evaluated, the applicant will receive a letter of acceptance or rejection. Inquiries from applicants are welcomed.

**Readmission.** A student who is absent from the College for a semester or longer, or one who has withdrawn from the College for any reason, must apply for readmission to the Director of Admissions. If the applicant for readmission withdrew for health reasons, a letter of recommendation and evaluation will be required from a health professional.

**Transfer Admission.** A student who has attended another accredited college or university and is in good standing there may apply for admission to advanced standing not later than the beginning of the senior year. One who has attended an accredited two-year college may transfer as many as 68 credits in courses comparable to those offered at Bridgewater College. Transfer students applying for admission must have a cumulative grade point average of 2.0 or above and be in good standing at the college they are attending. Credentials collected for admission include all of those that are required for first time entering students as well as a Dean's Reference Form (included with letter a from the Director of Admissions acknowledging receipt of the application) and an official transcript from each institution of higher learning attended since completion of the secondary program. Transcripts will be evaluated by the Registrar on a course-by-course basis. Credit will be awarded only for those courses that a grade of C or above has been earned.

**Advanced Placement.** Credit and advanced placement may be awarded to students on the basis of results on the Advanced Placement Tests of the College Entrance Examination Board. A minimum score of 3 is required for credit consideration. Students may be asked to provide textbook and course materials for the respective departments to evaluate when making advanced placement decisions.

Advanced Placement Tests are available in English Composition and Literature, American History, European History, French, German, Spanish, Art, Music, Computer Science, Mathematics, Biology, Chemistry, Physics, and Psychology. Students interested in taking one or more of these tests for the purpose of obtaining credit and advanced placement at Bridgewater should confer with the secondary school principal during their junior year or earlier and with the College upon application for admission.

The College considers the results of the College Level Examination Program (CLEP) as a means of determining advanced placement for students who have not followed the traditional pattern of preparation.

**International Baccalaureate Program Credits.** Credit and advanced placement may be awarded to students on the basis of results on the International Baccalaureate (transcript of grades), but subject in every instance to the recommendation of the academic department concerned and approved by the Vice President and Dean for Academic Affairs, in accordance with policies of the Council on Education. The students records and transcript of grades will be evaluated with scores of 5, 6, or 7 on the *Higher Level Examinations*. The International Baccalaureate Program is available in selected high schools in the United States and numerous foreign countries.

The comprehensive fee assessed to all students includes tuition and the following mandatory fees: registration, student activities, library, medical, accident insurance, student services

**The Honors Program.** Freshmen students who have an exceptional high school record will be invited into the Program beginning in the fall semester. Others who do extremely well at Bridgewater will be invited into the Honors Program at the end of the fall or spring semester. Please see page 26 for more information on the Honors Program.

## Summer Sessions

Bridgewater operates a three-week summer session and a six-week summer session to enable students to accelerate completion of their degree requirements in three years instead of four, to enable students who have fallen behind in their work to catch up in their programs, and to enable teachers who need credits in academic and professional subjects for the renewal of their certificates to secure them.

An integral part of the total college program, the summer session offers standard courses, most of which are taught in the regular session. A student may enroll for a maximum of four credits in the three-week session and seven credits in the six-week session. To enroll for more than the maximum, a student must receive written permission from the Vice President and Dean for Academic Affairs.





# THE EDUCATIONAL EXPERIENCE AT BRIDGEWATER: PERSONAL DEVELOPMENT AND THE LIBERAL ARTS

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## The Personal Development Portfolio Program

Consistent with its mission statement, Bridgewater College provides a social and academic environment where students can develop as whole persons. The distinctive ***Personal Development Portfolio (PDP) Program*** is the coordinating vehicle by which this development is fostered at the college. In developing the whole person, Bridgewater College seeks to cultivate the following four dimensions of personal development:

**Citizenship and Community Responsibility.** At Bridgewater, students become more aware, involved, and effective citizens of the communities—campus, local, national, global—to which they belong. Responsible citizenship at Bridgewater implies the ability and willingness to provide leadership and other forms of service to the community.

**Intellectual Growth and Discovery.** In addition to meeting the minimum academic standards specified in the catalog, Bridgewater students develop the skills and perspectives to be passionate lifelong learners who can integrate their varied academic experiences in a meaningful way.

**Emotional Maturation and Physical Health.** Bridgewater students understand the importance of emotional and physical well-being, and possess the skills to pursue wellness during their college years and throughout the rest of their lives.

**Ethical and Spiritual Growth.** The curricular and co-curricular experiences at Bridgewater require students to examine and act upon fundamental ethical choices, and to define, refine, and pursue their personal spiritual paths.

The unifying concept of the four dimensions is *responsibility*; to the communities to which we belong; to our intellectual, emotional, and physical well being; and to our principles and values.

It is the responsibility of each student, in consultation with academic advisors and other faculty and staff, to pursue and demonstrate development in each dimension during each year of residence. This development may occur through a wide variety of activities both in and out of the classroom, and is monitored every semester by the advisor.

The centerpiece of the program is the personal development portfolio, which all students are required to complete prior to graduation. Freshman, sophomore, and junior portfolios, due at the end of the academic year, are evaluated by the student's advisor, and receive a grade of Satisfactory or Unsatisfactory. The senior portfolio is due in November of the senior year. Two faculty members, chosen from outside the student's major department, evaluate the senior portfolio as satisfactory or unsatisfactory. In the event the outside readers do not concur in their assessment of the portfolio, the student's advisor will determine the grade. **A satisfactory grade on the senior portfolio is a requirement for graduation.**

The senior portfolio contains the following elements:

**A reflective essay** that examines the past and projects to the future with reference to the four dimensions. The final essay responds to a set of questions intended to guide the

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student's reflection on past and future personal development.

**Supporting items**, such as significant research papers, artwork, or video public presentations, selected by the student as representative of development in each dimension. The student includes a self-evaluation of the items submitted.

**Documentation** and reflection on required service learning.

**A resume** that meets specific criteria.

**Additional evidence of career planning** (internships, graduate and professional school applications).

The PDP program is guided by three central themes:

1. **Preparation.** The program prepares the student for the non-academic as well as the academic aspects of college life through PDP 150, *Personal Development and the Liberal Arts*. This stimulating course is the basic foundational experience of the liberal arts curriculum and the PDP program, and is a required course for all entering freshmen.

2. **Reflection.** Reflection enhances the meaning of an experience, and therefore augments the personal growth that can ensue from that experience. Several elements of the program—PDP 150, the annual essay, the interaction with the advisor, the creation of the final portfolio itself—are intended to foster a greater consciousness of the personal development which takes place during the college years.

3. **Integration.** Throughout the four years, the program is the setting by which the student integrates the college experience. In the reflective essay, the student is asked to consider the linkages among the various elements of the curriculum, within the co-curriculum, and between the curriculum and the co-curriculum.

## A Liberal Arts Education

The curriculum of a liberal arts college, considered in the broadest sense, is a course of study planned and organized for the purpose of leading a student to a definite educational objective. The curriculum, however, is only one of several essential components of a higher education; the other important constituents are the student, the faculty, the library, the student body, the co-curricular program, and the physical and intellectual environment. A good liberal arts college so organizes these vital elements that they interact and provide the student as much of a liberal arts education as he or she is capable of acquiring.

The curriculum at Bridgewater is divided into three parts, with each part having its own requirements and objectives. The first part is composed of General Education Courses. Some General Education courses are required, but in most areas the student has options. The requirements in general education have been patterned to insure the student an understanding of persons and their cultural, social, and natural environment and a development of proficiencies, techniques, and understandings to enable one to successfully pursue higher educational goals and life in a highly developed economic and social order.

The second part of the curriculum forms the academic major. Its purpose is to add depth in one field to the breadth of knowledge the student gains in the General Education Courses. It enables the student to work effectively in a major field after graduation or prepares one for graduate or professional study.

Elective courses form the third part of the curriculum. A student is encouraged to elect courses which will increase skills and understandings in a major field, which will address areas in which the student has an a vocational interest, and which will adequately meet

professional and graduate school requirements. The Vice President and Dean for Academic Affairs, the student's faculty advisor and the department chairperson of the student's major field can help the student choose appropriate electives.

At Bridgewater College, *academic excellence* is neither a slogan nor an assumption, but a commitment that unites the campus. Excellence in education can mean many things. At Bridgewater, it implies *breadth, depth, distinction, and discovery*. We build breadth through the liberal arts foundation; depth, through the student's academic major; and distinction, through elective courses that are tailored to individual interests. The last of these, however — discovery — cannot be packaged, for it describes the spirit in which students and faculty come together. It is that intangible mix of attitude and information that can reshape the way students see themselves and the world about them. What happens in the classroom is basic to this transformative process, and at Bridgewater, the liberal arts curriculum is the beginning point.

More than a steppingstone towards a career, the liberal arts foundation challenges students to a new way of thinking. At its best, it widens the mind, ignites the creative impulse, disciplines thinking, and enhances communication. Even when the impact is more modest, it asks students to swap simplistic answers for deeper reflection, to realize that history and culture are more than trivial pursuits, to ground their casual opinions in solid reasoning, and to remember that no matter how much they know, it is only a kernel of what they might know.

At Bridgewater College, we emphasize these things not only for the love of learning, but to prepare students and alumni to positively shape the organizations and communities in which they live. Toward this end, issues of integrity, commitment, responsibility, and spirituality are embedded throughout the curriculum. In the spirit of the liberal arts, each is presented as an ideal to strive for rather than a formula to follow. In sum, our educational program seeks to develop character.

#### *At the Heart of this Education is Our General Education Curriculum.*

At Bridgewater, general education is more than simply the prelude to more specialized study. Students devote more credit hours to general education than to either the major or elective components of the curriculum. General education courses develop the skills and perspectives of the liberal arts, thereby preparing students for further study in major and elective courses and, more fundamentally, for the myriad challenges and choices to be faced throughout life. To emphasize this goal, each section of the requirements begins with the phrase "developing the liberal arts." Every course in general education contributes to the goal of developing at least one of the competencies of the liberal arts: the ability to write and speak well; to reason quantitatively; to think globally; to think critically, analytically, and creatively from multiple disciplinary perspectives; and to synthesize and integrate the insights of disparate fields of knowledge.

### **GENERAL EDUCATION REQUIREMENTS**

The following requirements apply to students entering Bridgewater in the fall of 2001 and subsequent years. Students who entered in previous years should consult the catalog of the year in which they entered the College.

The general education requirements differ for the **Bachelor of Arts Degree** and the **Bachelor of Science Degree**. See the requirements for *Foreign Language* and *Natural Science and Mathematics* for those differences.

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***Developing the Liberal Arts: Core Skills for Freshmen (seven courses)***

**Objective:** To develop proficiency in the basic skills of the liberal arts.

PDP 150: Personal Development and the Liberal Arts

English 101: Effective Writing I

English 102: Effective Writing II

Communications 100: Oral Communication

Math 107: Quantitative Reasoning or

Math 110: College Algebra

Exercise Science 105: Wellness

Exercise Science Activity

***Developing the Liberal Arts: Global Perspectives***

**World History and Civilizations: An Overview (one course)**

**Objective:** To develop a critical understanding of history from a global perspective.

History 105: World History to 1500

History 110: World History Since 1500

**Cultures and Dynamics of the Global Community (one course chosen from Global Diversity list and one course chosen from Global Diversity, Europe, or US list)**

**United States**

**Objective:** To develop a critical understanding of the history and structures of U.S. culture and society.

*Economics 310:* US Economic and Business History

*History 201:* History of the United States to 1877

*History 380:* Twentieth Century United States Social History

*Political Science 210:* Politics and Government in the United States

*Political Science 332:* Women and Politics

*Political Science 347:* Foundations of American Political Development

*History/Political Science 360:* American Constitutional Development

*Sociology 228:* Racial and Ethnic Studies

**Europe**

**Objective:** To develop a critical understanding of the history and structures of European culture and society.

*History 305:* Medieval and Renaissance Europe

*History 310:* Seventeenth and Eighteenth Century Europe

*History 315:* Nineteenth Century Europe

*History 320:* Twentieth Century Europe

*French 320:* French Culture and Civilization

*French 325:* Modern French Culture

*Music 255:* Music and Culture of Western Europe

*Philosophy 329:* Classical Cultures: Greece and Italy

*Spanish 306:* Mexican Culture

*Spanish 308:* Spanish Life and Culture

*Spanish 325:* Modern Spanish Culture

## **Global Diversity**

**Objective:** To develop a critical understanding of global diversity through the study of peoples not descendant from European origins, or through the study of cultural regions found outside of Western Europe and North America.

*English 235:* Literature of Southern Africa

*English 240:* Russian Literature and Culture

*English 243:* Native American Literature and Culture

*Family and Consumer Sciences 250:* International Foods and Nutrition

*French 300:* French Colonial Empire

*History 308:* The Vietnam Conflict

*History 400:* History of Russia to 1801

*History 401:* Revolutionary Russia, 1801 to Present

*History 410:* Latin America

*History 420:* East Asia

*History 430:* Southeast Asia

*History 440:* Middle Eastern History Since A.D. 600

*Music 236:* The Music and Art of Polynesia

*Religion 315:* The Lands of the Bible

*Religion 340:* Religions of the Near East

*Religion 350:* Religions of the Far East

*Sociology 235:* General Anthropology

*Sociology 236:* Cultural Anthropology

*Sociology 302:* Socioecology in Zambia

*Sociology 306:* Culture of Japan

*Sociology 309:* Cultures of Africa

*Sociology 325:* Development and Underdevelopment in the Modern World

*Spanish 300:* Introduction to Cultures of the World that Speak Spanish

*Spanish 303:* Aztecs, Mayas, and Incas

*Spanish 304:* Hispanic Life in Puerto Rico

*Spanish 306:* Mexican Culture

*Spanish 320:* Hispanic Culture and Civilization

## **Foreign Language (zero to four courses)**

**Objective:** To develop proficiency in a foreign language.

Bachelor of Arts: Successful completion of the intermediate level of a foreign language (Foreign Language 202).

Bachelor of Science: Successful completion of the elementary level of a foreign language (Foreign Language 102), or successful completion of two additional courses taken from the Europe and/or Global Diversity lists.

**Note:** Placement in foreign language is dependent upon a placement examination given at the College and upon the student's secondary school work. *Degree-seeking international students* may petition the Vice President and Dean for Academic Affairs to request that their native language and proficiency in English as a second language satisfy the foreign language requirement.

**Humanities**

**A literature course (one course)**

**Objective:** To develop the ability to read works of literature with critical insight.

*Any course in the English department numbered 325 or above (except for English 450).*

*French 401: Survey of French Literature I*

*French 402: Survey of French Literature II*

*French 403: Survey of Francophone Authors*

*Spanish 401: Introduction to Hispanic Literature*

*Spanish 402: Topics in Spanish and Latin American Literature*

*Spanish 403: Masterpieces of Hispanic Literature*

*Theatre 360: Modern Drama*

*Theatre 370: English Drama to 1800*

**Fine Arts (one course)**

**Objective:** To develop a critical understanding of works of fine art (music, the visual arts, and theater performance) through inquiry into the history, practices, or theories of the fine arts disciplines.

*Art 200: Survey of Art History (Prehistory to 1400)*

*Art 201: Survey of Art History (1400 to the Present)*

*Art 205: Introduction to the Visual Arts*

*Art 300: Twentieth Century Art*

*Art 301: Early Modern Art (1840-1940)*

*Art 302: Late Modern and Postmodern Art (1940-present)*

*Art 305: Museums and Galleries*

*Art 307: Visual Arts of Spain*

*Music 220: Introduction to Western Music*

*Music 230: Introduction to Twentieth Century Music*

*Music 232: American Music*

*Music 311: History of Medieval and Renaissance Music*

*Music 312: History of Baroque and Classical Music*

*Music 313: History of Romantic and Twentieth Century Music*

*Music 370: History of Dramatic Music*

*Theatre 315: Theatre in London*

*Theatre 350: Highlights in Theatre History*

**Old Testament or New Testament (one course)**

**Objective:** To develop the ability to read biblical texts with critical insight.

*Religion 210: Old Testament*

*Religion 220: New Testament*

**A course in religion or philosophy (one course)**

**Objective:** To develop the ability to engage in philosophical or theological reflection.

*Philosophy/Religion 200: Introduction to Philosophy and Religion*

*Philosophy 225: Contemporary Moral and Political Problems*

*Philosophy 228: Philosophy of Popular Culture*

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*Philosophy 310: Logic*  
*Philosophy/Political Science 331: The Classical Mind*  
*Philosophy 332: The Evolution of the Modern Mind*  
*Philosophy 333: Contemporary Philosophy*  
*Philosophy 335: Philosophy of Religion*  
*Philosophy 337: Philosophy of Science*  
*Philosophy 420: Postmodernism*  
*Religion 310: Jesus of History*  
*Religion 317: History of the Christian Church*  
*Religion 318: Medieval Women's Spirituality*  
*Religion 325: Biblical Interpretation*  
*Religion 331: Basic Christian Beliefs*  
*Religion 332: Reformation Theology: From Scholasticism to Trent*  
*Religion 333: Contemporary Christian Thought*  
*Religion 335: Christian Perspectives on Violence and Peace*  
*Religion 420: Christian Social Ethics*  
*Political Science 220: Introduction to Political Philosophy*  
*Political Science 401: Contemporary Political Thought*

#### **Social Sciences (two courses from different disciplines)**

**Objective: To develop the ability to critically and scientifically analyze human behavior and society.**

*Economics 200: Principles of Macroeconomics*  
*Or Economics 210: Principles of Microeconomics*  
*Psychology 200: General Psychology*  
*Sociology 101: Principles of Sociology*

#### **Natural Science and Mathematics**

**Objective: To develop an understanding of the natural world using the scientific method.**

**All students must complete the following natural science requirements:**

##### **Biological Science (one course)**

*Biology 100: The Nature of the Biological World*  
*Biology 207: Organisms I*

##### **Physical Science (one course)**

*Chemistry 102: The Earth and Its Physical Resources*  
*Chemistry 125: Fundamentals of Inorganic Chemistry*  
*Chemistry 161: General Chemistry*  
*Chemistry 162: General Chemistry*  
*Physics 105: Concepts of Physics*  
*Physics 110: Introductory Astronomy*  
*Physics 218: College Physics I*  
*Physics 221: General Physics I*

**The following additional courses are required for the Bachelor of Science degree:**

**Two science courses, or one mathematics and one science course, from courses numbered 120 and above in the disciplines of Biology, Chemistry, Mathematics, and Physics.**

***Developing the Liberal Arts: Integrative Learning (one or two courses, either or both of which may meet other requirements)***

**Objective:** To develop the ability to integrate different learning experiences within the curriculum, and between the curriculum and the co-curriculum.

All students must complete a satisfactory senior portfolio, a central purpose of which is to integrate the curriculum and the co-curriculum. (See "The Personal Development Portfolio Program", p. 16). In completing the Integrative Learning requirement, students must also complete one of the following options:

One "couplet" consisting of two integrated courses offered during the same semester. A couplet may consist of two integrated courses with a curriculum designed by the instructors of those courses, or a student may design a couplet in consultation with the professors of the two courses he/she wishes to link and with the approval of the Council on Education.

One "linkage" involving two integrated courses normally offered during consecutive or proximate terms. The linkage may take place during fall-interterm, interterm-spring, fall-spring, or spring-fall. With the approval of the second instructor, the linkage may occur over a longer time period. As is the case with couplets, linkages may be designed by the instructor or the student. Student-designed couplets require the approval of the Council on Education.

IDS 360. A three-credit class in which the student proposes an independent paper or project after having taken two courses meeting the goal of integrative learning. The project involves using material from both classes and is undertaken with the approval and guidance of both instructors, who collaborate in the assignment of the grade. The major paper or project is similar in scope to any independent study receiving three hours of credit; as is the case with all such independent studies, the prior approval of the Council on Education is required.

## **Requirements in the Major Field**

A departmental major consists of not less than thirty credits and not more than 48 credits, including all prerequisite and supporting courses specified by the department. Exceptions to this limitation are made in the cases of the following interdepartmental majors: International Studies, Medical Technology, and Physical Science. A minimum of 18 credits must be chosen from a single department with related courses sufficient to bring the total to at least thirty credits.

During the Fall Semester of the sophomore year, a program of courses in the major department and related courses comprising the plan of the major is developed for each student by the student and his or her academic advisor. A copy of this program must be approved by the Registrar and filed in the office of the Registrar. Any changes in the proposed plan of the major must likewise have the approval of both the student's advisor and the Registrar and be recorded in the office of the Registrar.

Each student must earn at least a 2.0 grade point average in courses constituting the major and show satisfactory achievement on a comprehensive examination covering the major. Suitable majors from which the student may choose are listed below.

Candidates for the **Bachelor of Arts** degree may elect any of the following majors; candidates for the **Bachelor of Science** degree may elect any of the majors marked by an asterisk: Allied Health Science\*, Art, Athletic Training\*, Biology\*, Business Administration\*, Chemistry\*, Communication Studies\*, Computer Science\*, Economics\*, English, Family and Consumer Sciences\*, French, Health and Exercise Science\*, History, History and Political Sci-

ence, Information Systems Management\*, International Studies, Liberal Studies\* (coupled with preK-6 certificate), Mathematics\*, Medical Technology\*, Music, Nutrition and Wellness\*, Philosophy and Religion, Physical Science\*, Physics\*, Physics and Mathematics\*, Political Science\*, Psychology\*, Sociology\*, Spanish.

A student who wishes to achieve a major in two fields must recognize the possibility that more than four academic years may be required to complete such a program. A student who pursues two major fields declares a primary major and a secondary major and must complete both programs, including satisfactory performance in each comprehensive examination. Candidates for graduation with honors and with two majors must meet the comprehensive examination criterion in each major as stated on page 26. No more than two major fields will be denoted on a student's permanent academic record.

*Comprehensive Examinations.* A candidate for graduation must pass a written comprehensive examination in one's major field. The examinations are selected or made, administered, and graded under the direction of the student's major department chairperson. This examination is administered prior to March 15 of the year in which the student is expected to finish the work for graduation.

A candidate for graduation whose written comprehensive is unsatisfactory is required to take an oral comprehensive as a check, and the student will not be eligible for graduation with honors. The oral comprehensive, if required, is administered prior to May 1 by the student's major department chairperson with the assistance of two other professors appointed by the department chair and the Vice President and Dean for Academic Affairs. In case the achievement of the student is found to be unsatisfactory on the oral, the chair of the committee reports immediately to the Vice President and Dean for Academic Affairs who, with the assistance of the Council on Education, proposes a program for remedial action.

## **Requirements for a Minor**

A minor consists of not less than 18 and no more than 27 credits specified by the department offering the minor. At least six credits of the minor must be completed at Bridgewater.

A program of courses comprising the minor is developed by the student, his or her academic advisor, and the chair of the department offering the minor. A copy of this program must be approved by the Registrar and filed in the office of the Registrar. Any changes in the proposed plan of the minor must likewise have the approval of the student's academic advisor, the chair of the department offering the minor, and the Registrar, and must be recorded in the office of the Registrar.

To complete the requirements for a minor, a student must earn at least a 2.0 grade point average in the credits comprising the minor. Students may elect any of the following minors: Art, Biology, Business Administration, Chemistry, Church Music, Coaching, Communication Studies, Computer Information Systems, Computer Science, Economics, English, Family and Consumer Sciences, French, German, History, Mathematics, Music, Nutrition and Wellness, Peace Studies, Philosophy and Religion, Physics, Political Science, Psychology, Social Work, Sociology, Spanish, and Theatre.

## **Requirements for an Academic Concentration**

A concentration is a curricular design that offers to a student the option to consolidate electives within a major, or from the uncommitted electives which are a normal part of the undergraduate program, to gain additional depth in the chosen major field of study.

A concentration consists of at least 18 but no more than 24 credits. In order to be eligible



for admission to a concentration, a student must have declared the major upon which the concentration is built. Other requirements, such as enrollment in a specific degree program, may also apply. All courses will be taken from a list of courses approved for the program by the department sponsoring the concentration and the academic advisor. In order to obtain recognition for the concentration the student must achieve a grade point average of 2.0 or above for the courses comprising the concentration.

The satisfactory completion of a concentration within a major will be noted on the student's official grade transcript.

## Elective Courses

Elective courses should be selected with care to fulfill needs to enter graduate school, for certification to teach, or for other special purposes. Students interested in teaching in the public schools should read the requirements for certification stated on page 94 and confer with the Chair of the Department of Education not later than the end of the freshman year.

## Pre-Professional Programs

Bridgewater offers several pre-professional programs. These programs provide interested students with a curriculum that will prepare them for graduate education in selected professional fields. The following pre-professional programs are offered at Bridgewater. Details of each program can be found in the catalog under the department indicated.

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|----------------------------|-------------------------------|
| • Pre-Dental               | Biology                       |
| • Pre-Engineering          | Physics                       |
| • Pre-Law                  | History and Political Science |
| • Pre-Medicine             | Biology                       |
| • Pre-Occupational Therapy | Health and Exercise Science   |
| • Pre-Pharmacy             | Chemistry                     |
| • Pre-Physical Therapy     | Health and Exercise Science   |
| • Pre-Veterinary Science   | Biology                       |

## Dual Degree Programs

Bridgewater offers students several Dual Degree arrangements with other universities. These programs allow Bridgewater students to complete three years of courses here and two or more years at another university. Upon completion of the Dual Degree, students are granted a Bachelor's degree from Bridgewater and a Masters or Doctorate degree from the second institution. The following dual degree programs are offered at Bridgewater. Details of each program can be found in the catalog under the department indicated.

- |                      |                                      |
|----------------------|--------------------------------------|
| • Forestry           | Biology - with Duke University       |
| • Veterinary Science | Biology - with Virginia Tech         |
| • Physical Therapy   | Biology - with Shenandoah University |

## **The Writing Center**

The Writing Center is a facility planned to improve student writing at all levels, freshman through senior, and in all their classes. Trained student consultants are available afternoons and evenings to help writers plan and organize, revise and proofread, improve their grammar, or document their research. Student writers are encouraged to seek help voluntarily, or faculty members may refer students to the Writing Center. Students may bring letters, resumes, and applications as well as classroom assignments to the Writing Center.

The Writing Center is located in a 30-computer lab, which is open to students 24 hours a day. Consultants can also help students become more familiar with word processing, using the World Wide Web for research, and writing Web pages. While actual visits to the lab are encouraged, some writing questions may be answered through consultation in Bridgewater College's educational MOO or email to the Writing Center.

## **The Honors Program**

The Honors Program was begun in the fall of 2000. It is designed to provide additional challenges and opportunities for outstanding students. Many of the Honors courses are honors versions of existing courses and satisfy general education requirements. They are taught as smaller classes and provide opportunities for different types of student learning and faculty teaching -- greater independence, research and discussion formats. Other courses will be new, created for students in the Honors Program.

A 3.4 or higher grade point average is required to be a member of the Honors Program. First-year students who present promising high school records and transfer students with a high grade point average in college courses will be invited into the Honors Program. Students may also be nominated for the Program by a faculty member or may nominate themselves.

To complete the requirements of the Honors Program a student is required to complete a minimum of six honors courses plus an honors capstone seminar. Students who complete all requirements of the Program will receive special recognition at Commencement and "Honors Program Graduate" will be imprinted on their transcript and on their diploma.

## **Honors and Awards**

### **Scholarship Honors**

Bridgewater holds before its students the ideal of achieving to the limits of their abilities, especially in the academic area. From time to time, appropriate recognition is given to students whose performance in the pursuit of knowledge and truth is outstanding.

*Dean's List.* At the end of each semester, the Vice President and Dean for Academic Affairs announces the Dean's List which consists of the names of all students who have a quality point average of 3.40 or above while completing a minimum of 12 credits with no grade below C. Also, no student with a grade of Incomplete will be included on the Dean's List. Dean's List students are also nominated by the Vice President and Dean for Academic Affairs for recognition through the National Dean's List.

*Graduation Honors.* The following requirements apply to students graduating in 2005 and subsequent years. Current students graduating before 2005 have the option of following these requirements or those specified in the 2001-2002 catalog.

One may graduate with honors from Bridgewater as *summa cum laude*, *magna cum laude*,

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or cum laude. To graduate summa cum laude, a student must achieve a minimum quality point average of 3.90, complete an honors project with a grade of A, achieve a satisfactory score on the written comprehensive examination, and perform satisfactorily on an oral comprehensive examination. To graduate magna cum laude, a student must achieve a minimum quality point average of 3.70, complete an honors project with a grade of B or better, achieve a satisfactory score on the written comprehensive examination, and perform satisfactorily on an oral comprehensive examination. To graduate cum laude, a student must achieve a minimum quality point average of 3.40, achieve a satisfactory score on the written comprehensive examination, and perform satisfactorily on an oral comprehensive examination. Honors oral examinations are administered prior to April 15 by a committee composed of three faculty members, one of whom must be from outside the student's major department. Honors oral examinations consist of questions relating to the major, general education, and, in the case of candidates for magna cum laude and summa cum laude, the honors project.

Students completing two majors may graduate with honors by meeting all honors standards, including the oral examination, in one major and performing satisfactorily on the written comprehensive in the second major. Students are not required to take the oral examination in the second major.

Students who transfer credits may receive honors. To graduate with honors, a student who transfers credits to Bridgewater from another college or university must not only conform to the above standards for credits earned at Bridgewater College but must also achieve an equivalent standard on his or her total undergraduate academic record, including all work attempted at another institution.

All Brethren Colleges Abroad credit is received on an S/U basis. However, a student may petition the Vice President and Dean for Academic Affairs to include all Brethren Colleges Abroad grades for honors and for cumulative grade point average calculations.

*The Lambda Society.* The primary purpose of the Lambda Society is to encourage scholarly effort and to honor students, faculty members, and alumni who have achieved unusual distinction in the pursuit of knowledge. A student is eligible to be nominated for membership after completing a minimum of 30 credits at Bridgewater College with a high quality point average and satisfactory grades for Convocation attendance during the year prior to nomination, provided the student has not been suspended from the College for disciplinary reasons during the year prior to induction.

*Alpha Chi.* The Virginia Gamma Chapter of Alpha Chi, a national collegiate honor society, is organized to promote truth and character, to stimulate and recognize scholarly effort, and to encourage critical and creative thinking which will enable one to explore new areas of knowledge. Junior and senior members of Lambda Society who have completed at least thirty credits at Bridgewater, possess a cumulative quality point average of 3.20 or above, and rank in the top ten percent of their class are eligible for election to membership in this society.

## **The Study Abroad Program**

The Study Abroad Program currently provides for a semester or year of undergraduate study at the Philipps-University, Marburg, Germany; at the Universite de Strasbourg, Strasbourg, France; at the Universite de Nancy, Nancy, France; at the Universidad de Barcelona, Barcelona, Spain; at the Pontificia Universidad Catolica del Ecuador, Quito, Ecuador; or one or two semesters of study at the Cheltenham and Gloucester College of

Higher Education, Cheltenham, England; at the Dalian Foreign Languages Institute, Dalian, People's Republic of China; at Hokusei Gakuen University, Sapporo, Japan; at the Kifissia campus of the University of LaVerne in Athens, Greece; at Universidad Veracruzana in Xalapa, Mexico or at Cochin University of Science and Technology in Cochin, India. The program is conducted by Brethren Colleges Abroad, a cooperative program sponsored by Bridgewater College and five other colleges affiliated with the Church of the Brethren. A resident director is maintained at each location to coordinate the program with the host university officials and to assist students as need arises.

Financial assistance from federal and state aid programs is available for students participating in Brethren Colleges Aboard (BCA). Annually, the College establishes a limit on the availability of institutional funds to support the BCA program. Although study aboard is generally a junior year program, students may not always be able to receive institutional assistance from the College in the semester of the year of their choice. The Free Application for Federal Student Aid (FAFSA) determines the eligibility for need-based federal, state and institutional aid programs. The Office of the Vice President and Dean for Academic Affairs coordinates the application and admission process for Bridgewater students wishing to participate in BCA. The Financial Aid Office prepares a financial aid package after the Vice President and Dean for Academic Affairs confirms approval of the student. **Application dates to the Dean are as follows:**

**No later than October 1st for the spring semester;**

**No later than March 15th for the fall semester.**

The BCA program provides an opportunity for first-hand knowledge of a foreign culture; and an opportunity to become an active participant in the challenging task of creating a climate of mutual respect and understanding among the nations of the world.

Candidates for the programs in continental Europe must have had at least two years or the equivalent of German, French, or Spanish at the college level. Candidates for the China or Japan programs need no previous training in Chinese or Japanese languages. Other qualifications include high general academic ability, emotional stability, intellectual initiative, the ability to participate constructively in the life of a small group, and the personal attributes which will permit one to serve as a responsible and scholarly representative of America abroad. Applications for admission to the program must be filed with the Vice President and Dean for Academic Affairs before January 15 of the sophomore year.

## **International Students Studying at Bridgewater**

### **International Student Medical Insurance**

If the student is enrolled in the Brethren Colleges Abroad program, the BCA insurance is adequate and the student will not be required to purchase Bridgewater College insurance in addition to the BCA policy.

All other international students will be required to sign a form stating they have sufficient coverage before coming to Bridgewater. Those international students who do not have coverage will be required to purchase the medical policy offered through the College.

## **Bachelor of General Studies Degree Program**

The Bachelor of General Studies Degree Program is an individualized liberal arts degree program for the mature adult who seeks an alternate method of obtaining a bachelor's degree. The program is tailored to the student's personal and vocational needs and takes into consideration the individual's life experiences prior to matriculation.

**Admission.** A student, 30 years of age or older, may apply to the Vice President and Dean for Academic Affairs for admission to the Bachelor of General Studies Program. The applicant must submit the following:

- a. High school transcript showing graduation from a secondary school or the equivalent
- b. Official transcripts of all post-secondary studies
- c. Three letters of recommendation
- d. A biographical essay summarizing the student's background and outlining the student's goals and reasons for pursuing the Bachelor of General Studies Degree Program.

The Vice President and Dean for Academic Affairs assigns the applicant to a faculty sponsor who consults with the applicant to develop a set of degree requirements which are submitted to the Council on Education. Approval of the degree program by the Council on Education constitutes admission to the Bachelor of General Studies Degree Program.

**Assessment of Experiential Learning.** In the General Studies Degree Program, credits may be granted for satisfactory performance on the College Level Examination Program (CLEP) of the Educational Testing Service.

In recognition that competencies which are learned outside the formal college environment may be included appropriately in a student's degree program, a student in the General Studies Program may submit to the Vice President and Dean for Academic Affairs an application with documentation which is evaluated independently by two faculty members and submitted to the Council on Education and the Dean for final action. A maximum of 30 credits may be earned in this way.

**Degree Requirements.** A Bachelor's Degree in General Studies is awarded upon completion on the following:

- a. A minimum total of 123 credits with a minimum 2.00 cumulative quality point average.
- b. Demonstrated proficiency in general education.
- c. A minimum of 30 credits with a 2.00 quality point average in a major field.
- d. Satisfactory performance on a comprehensive examination over the major field.
- e. Completion of an approved senior independent study project with a grade of "C" or better.

**Fees.** The College's regular application fee of \$30.00 is assessed at the time of application to the program. A student's individual program of studies determines which of the following fees will be paid:

Coursework at Bridgewater College: \$550 per credit hour.

Prior learning credit: \$30 per credit hour.

# ACADEMIC POLICIES

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**Responsibility of Students.** It is the responsibility of students to understand the academic standards of the College and the degree requirements of the program in which they are enrolled. Assistance in interpreting the requirements is available from academic and portfolio advisors, the Registrar, and the Vice President and Dean for Academic Affairs.

**Registration.** Students are expected to register promptly in the period devoted to registration at the beginning of each semester. Failure to register at the proper time will result in the assessment of a late registration fee. The College accepts no responsibility for holding seats in courses or room reservations or providing living accommodations for students who fail to register on the days designated for that purpose.

By permission of the student's Advisor and the Registrar, one may make adjustments in his or her program of studies during drop/add period at the beginning the semester. When a course is dropped after the drop/add period, a grade of WP, WF, or U will be shown on the permanent record.

**Class Attendance.** Regular class attendance is expected of all students and attendance records are kept. Students are generally permitted one absence per course credit. Responsibility for protecting the academic interests of the student and the College rests with the student and the instructor. A student who persists in being absent from class will be first reported to the Vice President and Dean for Academic Affairs. At the discretion of the instructor and the Vice President and Dean for Academic Affairs, the student may be withdrawn from the course with a WF grade and may possibly be withdrawn from the College.

Absences which occur because of college activities approved by the Vice President and Dean for Academic Affairs will be first reported in advance to the Registrar by the instructor sponsoring the activity, and the Registrar will notify instructors of the students involved. The student is responsible for all work missed when absent from class. Students should discuss absences with their professors before the absence occurs.

**Classification of Students.** A student who has earned 25 credits or less is classified a freshman; 26 to 59 credits, a sophomore; 60 to 89 credits, a junior; and 90 credits or more, a senior. A student who is carrying fewer than twelve credits in a semester is classified as a part-time student.

**The Basis of Credit.** A credit is equivalent to one semester hour. A three-credit course meets 150 minutes per week for the semester. A two-hour or three-hour laboratory or studio per week for the semester receives one credit.

In continuing education programs, Bridgewater College records one continuing education credit for ten hours of participation. Continuing education credits are not applicable toward a degree.

**Quality Grade Point Average.** Quality points are applied to work taken at Bridgewater College as follows: For each credit with a grade of A, four quality points are assigned; with a grade of B, three quality points are assigned; with a grade of C, two quality points are assigned; and with a grade of D, one quality point is assigned. Grades of WP, WF, F, S, and U receive no quality points.

The quality point average is computed by dividing the quality points achieved by the number of credits attempted at Bridgewater College. All credits for which a student enrolls

are counted as credits attempted except those credits for which a grade of WP or S is received. A student may repeat course work in which he or she has received a grade of D, F, or WF, and, in the case of repeated work, the highest grade is used in computing the student's quality point average.

Work accepted for transfer to Bridgewater College is recorded as credits earned. Credits attempted and quality points achieved are not transferred. Hence, a student's quality point average, both cumulative and in the student's major, is only dependent upon work attempted at Bridgewater.

All Brethren Colleges Abroad credit is received on an S/U basis. However, a student may petition the Vice President and Dean for Academic Affairs to include all Brethren Colleges Abroad grades for honors and cumulative grade point average calculations.

**The Grading System.** A grade is assigned at mid-semester and at the end of the semester on each subject for which one is officially registered. Only the grades assigned at the end of the semester are recorded on the permanent record. One of the following grades is issued for each course attempted: A, B, C, D, F, I, WP, or WF. For field internships and student teaching, grades of S or U are assigned. Courses carrying grades of S or U do not contribute to credits attempted or quality points achieved nor do they figure in the quality point average, but appropriate credits earned are credited to the student's permanent record. Each grade is interpreted as indicated below:

**A superior achievement.**

**B above average achievement.**

**C average achievement.**

**D fair or below average achievement.**

**I incomplete achievement.** This grade may be given when a student has been unable to complete the course or has been absent from the final examination because of illness or emergency situation which is beyond their control. The time and conditions for the removal of an I must be approved by the Registrar when it is assigned but no later than the sixth week of the following semester. In determining the grade point average, credits with a grade of I are not counted as credits attempted.

**WP - Withdrawn Passing.** This grade indicates that the student's achievement in the course was satisfactory at the date of withdrawal. In order to receive it, the withdrawal must have the approval of the teacher of the course, the student's academic advisor, and the Registrar before the withdrawal deadline (see Calendar), the second week of the Interterm, or permission to withdraw from college. In determining the grade point average, credits with a grade of WP are not counted as credits attempted.

**WF - Withdrawn Failing.** This grade indicates that the student's achievement in the course was unsatisfactory at the date of withdrawal. In determining the quality point average, credits with a WF grade are counted as credits attempted. This grade is not given during the first four weeks of the semester.

**F - Unsatisfactory achievement.** A grade of F carries no credit. Once this grade is assigned it will remain on the permanent record; however, the course may be repeated for credit.



**S - satisfactory achievement.**

**U - unsatisfactory achievement. A grade of U carries no credit.**

**Grade Reports.** Grade reports are made twice each semester to students and to their parents. At midterm, only students earning grades of D or F will receive a grade report. Parents are furnished special reports at other times upon request.

**Minimum Scholarship Standards.** Every student who is permitted to enroll at Bridgewater College is expected to make continuous progress toward his or her educational objective. At the end of each semester a careful evaluation of the achievement of each student is made, and a student whose quality of performance is below the minimum scholarship standards as outlined below will either be placed on academic probation or academic suspension. The Council on Education is responsible for advising the Vice President and Dean for Academic Affairs of these standards and for hearing appeals concerning them. A student who does not achieve a semester quality point average or a cumulative quality point average equal to or greater than the standard appropriate to the student's classification will be placed on academic probation.

For students who entered Bridgewater before the fall of 2000, the following minimum grade point averages apply:

A freshman must earn a quality point average of 1.60

A sophomore must earn a quality point average of 1.70

A junior must earn a quality point average of 1.80

A senior must earn a quality point average of 1.90

At the end of the academic year a student may be suspended if her/his cumulative quality point average is less than the value listed below corresponding to the number of total credits attempted by the student prior to the start of the academic year. "Total credits attempted" is a term used only for the purpose of determining the suspension standard which applies to a particular student. It is the sum of all credits for which the student received grades (including withdrawal grades and repeated courses) and credits accepted for transfer from other colleges and universities.

Total Credits Attempted	Minimum Cumulative Quality Point Average
25 or fewer	1.40
26-59	1.60
60-89	1.80
90 or more	1.90

For students who entered Bridgewater in the fall of 2000 or thereafter, the standards for good standing are as follows:

1.4	End of the first semester	1.9	End of the fifth semester
1.6	End of the freshman year	2.0	End of the junior year
1.7	End of the third semester	2.0	Senior year
1.8	End of the sophomore year	2.0	Senior year

While on academic probation, counseling by the Deans and his/her portfolio or academic advisor may result in curtailment of co-curricular activities. The academic probation status is recorded on the student's grade report, permanent record, and transcript of credits.

With permission of the Vice President and Dean for Academic Affairs, a student may attend summer session to attempt to raise his or her quality point average above the minimum required for continued attendance. While the proceeding generally applies when a student displays poor citizenship, blatant disregard for College policies, minimal academic

motivation, or an attitude inconsistent with reasonable expectations of a member of an academic community, the student may be subject to Administrative Review which could result in suspension from the College.

Following academic suspension, one is ineligible for readmission until one semester has passed. Also, a student who withdraws from college at a time when his or her cumulative quality point average is below the standard required for continued attendance is ineligible for readmission for one semester from the date of withdrawal. To be readmitted, a student must present evidence sufficient to convince the Committee on Admissions that he or she can meet the minimum scholarship standards.

**Overload Policy.** Students are permitted to enroll in a maximum of 18 credits without paying an overload fee. Normally only students on the Dean's List may apply to the Vice President and Dean for Academic Affairs for permission to enroll in an overload (more than 18 credits including courses audited). Students who are permitted to enroll for an overload must pay the overload fee. The overload fee is not assessed when applied music lessons result in the student to being registered for an overload.

## **Degree Requirements, Bachelor of Arts or Bachelor of Science**

1. Complete a minimum of 123 credits with a minimum of 48 credits chosen from junior-senior level courses.
2. Complete general education requirements.
3. Complete course requirements for the major, and earn a passing score on a written comprehensive examination in the major.
4. Earn a minimum cumulative grade point average of 2.0 and a minimum grade point average of 2.0 in courses required for the major.
5. Complete a minimum of thirty credits with twenty-seven of the last thirty credits of academic work in residence at Bridgewater College. In addition, complete at least nine credits of the major at Bridgewater College.

**It is the responsibility of the student to enroll in the appropriate courses to meet degree requirements.**

## **College Policies**

**Administrative Review.** The College Administration makes every effort to avoid arbitrary, harsh, or unfair sanctions for student violations. Good citizenship in any community requires a great deal of responsibility on the part of all members. With this responsibility comes the obligation to refrain from infringing on the rights of others, whether through placing persons in danger or jeopardizing either personal well-being or property. However, when a student displays poor citizenship, blatant disregard for College policies, minimal academic motivation, or an attitude inconsistent with reasonable expectations of a member of an academic community, the student may be subject to Administrative Review which could result in suspension or expulsion.

**Harassment or Assault Grievance Procedure.** Any student who believes that he or she has been assaulted or harassed, sexually or otherwise, by any member of the College community should promptly notify the Dean of Students, Associate Dean of Students, or any Resident Director. If the complaint involves a faculty member, the Vice President and Dean for Academic Affairs should be notified. If the complaint relates to conduct by a staff member of the

Office of Student Affairs, a student may notify the Vice President of Administration. Once notified, the Office of Student Affairs (or the Vice President of Administration, as the case may be) will help the student resolve the complaint informally, if appropriate, or will support the student in pursuing a more formal response.

If the complaint relates to conduct by a member of the College community, such as a staff or faculty member, the Office of Student Affairs (or the Vice President of Administration, or the Vice President for Academic Affairs, as the case may be) will refer the complaint to the President. The President will name a committee of three to five persons to investigate the complaint, which will then recommend appropriate disciplinary action. After the President is satisfied with the investigation and has determined the appropriate disciplinary action to be taken, he or she will communicate such action to the student who brought the complaint and the person whose alleged conduct gave rise to the complaint. It is anticipated that in most cases this communication will occur within 25 days of the date of the complaint. Disciplinary action imposed under this paragraph may include a requirement not to repeat or continue the offending conduct, separation of the parties, attendance at relevant education programs, reprimand, reassignment, denial of pay increase, demotion, suspension, or termination of employment or relationship with the College.

While complaints do not have to be in writing, written complaints are preferred.

***Family Educational Rights and Privacy Act of 1974.*** The Family Educational Rights and Privacy Act of 1974 as amended pertains to student educational records maintained by Bridgewater College. The Act allows students, and parents of dependent students, access to their educational records while also protecting their right to privacy, by limiting the transferability of records without the students' consent. The following are guidelines to assist all members of the Bridgewater College community in understanding the provisions of the Act as they apply to Bridgewater College.

***College Policy on Student Access to Educational Records.*** All current and former students may have access to their educational records upon submitting a written request to the appropriate office. Compliance with all requests will be made within a reasonable length of time but not later than forty-five days from the date of receipt of the written request. Students requesting access to their educational record must present valid identification. Educational records are defined to include academic records, confidential letters, and statements.

Records not covered by the Act include records received prior to January 1, 1975, financial records of parents, private notes of faculty and administrative officers, law enforcement records, and medical or psychiatric records. A physician or psychiatrist may review medical or psychiatric records upon the student's request.

Students may waive, in writing, access to recommendations and evaluations. A waiver must be filed with each individual office. The Act does not provide for blanket waivers of access to all educational records.

***College Policy on Release of Confidential Records.*** The College will not release educational records of current or former students unless a written statement authorizing such a release is received from the student. Exceptions to this policy include the following:

1. Faculty and staff members having legitimate educational interest in the record.
  2. Authorized federal and state officials in the process of administering educational programs
  3. Requirements in the administration of the Financial Aid Program.
  4. Accrediting organizations carrying out their accrediting function.
  5. Parents of a dependent student. (Each student is considered to be financially dependent upon his/her parents until stated to the contrary, in writing, to the Registrar.)
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6. Directory information (see below).
  7. Organizations conducting studies on educational programs, provided that the identity of the student is not revealed.
  8. An emergency situation involving the health or safety of the student or other persons.
- The College will advise all recipients of student records that only authorized persons may view the records. Each College office will keep a record of all individuals requesting or receiving student records except as noted in item 1 above.

**Directory Information.** The College publishes and maintains directories (including a Web directory) for use by the campus community. The following information is generally included in these directories:

- Name and addresses (home and campus)
- Telephone numbers (home and campus)
- Email and www home page addresses
- Parents' names
- Classification (i.e., freshman)
- Major, academic advisor, PDP faculty advisor
- Photograph

Currently, public access to the Web directory is limited to a student's name, College box address, email address and personal Web page, if any.

In the course of the school year, the College may release to the public the information listed above *and* the following additional information, *all of which is deemed directory information*:

- Participation in officially recognized activities and sports
- Height/weight (athletic team members)
- Dates of attendance
- Date and place of birth
- Degrees and awards
- Full-time/part-time status
- Previous school attendance
- Marital status
- Veteran status
- Professional objective

If a student objects to the publication of any of the foregoing information during the academic year, he/she must notify the Registrar, in writing, by the end of the Fall Semester drop add period, or the student's name and information will be published in the College directories.

**Educational Records.** Personally identifiable information from a student's educational records will not be released to third parties without the student's advance written approval except as permitted by law.

***Services for Students with Disabilities.*** Services for students with physical disabilities are coordinated through the Office of the Dean of Students. The Assistant Vice President for Facilities and Support Services addresses facility accessibility issues and supports the services coordinated by the Dean of Students. Services for students with learning disabilities are coordinated by the Director of Counseling. Any questions or concerns about such services should be directed to:

Dr. William D. Miracle  
Dean of Students  
Rebecca 201  
540-828-5380/5382

Melvin D. Wampler  
Assistant Vice President for Facilities and Support Services  
540-828-5740

Dr. Arthur C. Hessler  
Vice President and Dean for Academic Affairs  
Flory 101  
540-828-5608

Dr. Raymond W. Studwell  
Director of Counseling Services  
Boitnott House  
540-828-5370

# STUDENT LIFE

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A liberal arts college is ideally “a place where small groups of students live together in mutual good will, in friendly helpfulness, and in earnest study.” In the words of Woodrow Wilson, “it is a mode of association...a free community of scholars and pupils.” The words “free community” suggest common interests, living in the same place under the same laws, and participation in making and carrying out of the laws governing its members. With Woodrow Wilson’s words as a model, Bridgewater strives to be a “community of excellence,” one that genuinely cares for and nurtures its members.

## Campus Regulations

The conditions and provisions set forth in this catalog should not be considered as a contract between the College and the student. The College reserves the right to make changes in conditions and provisions when such changes are deemed prudent. In practice such changes are rarely retroactive.

A student can be dismissed from the College for assault, violation of the College’s drug policy, repeated or flagrant violations of the College’s alcohol policy, Honor Code violations or other behavior that may jeopardize someone’s safety or academic experience. The College has three designated boards to handle various campus policy infractions: the Community Hearing Board, the Judicial Hearing Board, and the Honor Council. All suspensions or dismissals from the College may be appealed through the President of the College. Automobile travel and athletic activities involve an element of hazard that students and parents should recognize. The College is always cooperative and helpful in cases of accidents and injuries but is not liable for any expenses resulting from them. Accident insurance is compulsory and is covered in the inclusive fee.

Bridgewater discourages frequent absences from campus by students. Experience has shown that students fair better academically and otherwise when they remain an active part of the College community.

## The Student Government

Both the faculty and the student body participate in all aspects of College operations. The faculty is a central force in determining policy on academic matters and has significant influence on general college policy. The student body is organized into the administrative, legislative, and judicial branches. Through its president and appointed student members of faculty committees, students are also involved in many aspects of College operations. The Student Senate, an organization of students elected by the four classes, serves as the basic policy-making authority of the Student Body. The Senate must approve presidential appointments, may override presidential vetoes, may conduct impeachment proceedings against Student Government officials, sets guidelines for all activities of the Student Senate, the President’s Cabinet, and the Honor Council, and allocates funds to various student groups. Through the Student Government an individual student has the opportunity to fulfill the role of a voting citizen in a community of 1200 citizens, to help mold student opinion, to cooperate with the faculty in interpreting College traditions, to direct the Honor System, and to serve as a citizen in relation to a general governing body for many student co-curricular activities. The Constitution of the Student Government and the detailed regulations under which it operates are set forth in *The Eagle*, the Handbook for students.

## The Honor System and Code of Ethics

Ethics, honor, and integrity are the fundamental principles at the core of the Bridgewater College experience. This community can only flourish in an environment of trust and respect and these notions of personal honor, integrity, and faith in the word of another are the fundamentals of the Bridgewater Honor System. The Code of Honor prohibits lying, cheating, and stealing and Bridgewater College's commitment to ethics, integrity, and values is embodied in the Code of Ethics. Violation of these Codes demonstrates harm to the community and an all-student Honor Council administers regulation of this Honor System. It is the goal of this Honor Council to assist in the development of students' ethical and moral base.

## Residence Life

Each Bridgewater student is encouraged to develop positive and wholesome patterns of study, work, worship, recreation, and the use of leisure time. It is anticipated that increasingly each should be able to manage his or her own behavior and that consideration of other persons' rights, regard for the common respectabilities and courtesies of adult behavior, and a desire to deepen and enrich one's own life will become central in his or her pattern of conduct.

Attendance at college is always a privilege, and not a right. Since students vary greatly in the levels of their maturity, it is desirable to indicate the expectations of the college relative to student citizenship.

The College encourages its students to refrain from possessing or using alcoholic beverages. Students who feel that alcohol must be a part of their college lives should not attend Bridgewater. It is important that the student understand that possession or use of alcoholic beverages on campus, or returning to campus in an intoxicated condition, may subject the student to disciplinary action.

Possession or use of illegal drugs by Bridgewater College students is forbidden and will subject the student to dismissal or other disciplinary action. Furthermore, violators will not be protected from legal action.

The College prohibits *gambling, hazing, harassment in any form, or the possession or handling of firearms and fireworks* in the residence halls and on the campus. The use of profanity is discouraged, and smoking is limited to the out-of-doors, and designated sections in residence halls.

Permission to keep a vehicle at college must be obtained at the Student Affairs Office during the time of official registration in the fall. One must register a vehicle within twenty-four hours of bringing it to the College. Temporary permits are also available in the event that a student needs to substitute another vehicle for the one registered. Failure to cooperate with the above principles may subject the student a fine or other disciplinary action.

If, at any time, the conduct of any student becomes detrimental to the work of other students and to the best interest of the College, the administration reserves the right to request the student withdraw from the college community. If and when a student is asked to withdraw, there is no refund of fees.

Students are responsible for the proper care of their rooms and furniture. Room inspections are made occasionally, and damages are charged to the occupants of the room. Damage to other college property by students is likewise chargeable to them.

Bridgewater students take responsibility for their own laundry. Washers and dryers are available in the residence halls at no cost, and local laundries and cleaners are located within walking distance of the campus.

During the Thanksgiving, Christmas, and spring recesses the dining room closes and students are required to vacate their rooms. The first meal to be served after each vacation is

the evening meal prior to the day of registration or the resumption of classes.

The faculty and administration believe that participation, engagement and incorporation into campus life are key elements to the holistic development of every student and integral to Bridgewater's liberal arts tradition of education. Because of this strong belief in the role of on-campus housing plays in the educational process, all full-time students are required to live in college housing except: (1) students living at home with their parents; (2) students who are married; and (3) students 24 years of age or older. Students are not required to live on-campus during the summer sessions. Bridgewater College has 7 traditional residence halls (3 male and 4 female). In an effort to offer an alternative to the traditional residence hall experience, Bridgewater College provides a limited number of upperclass students the opportunity to live in several College owned houses and apartments. These houses and apartments are either on or adjacent to the campus and offer many of the same services that are provided in the residence halls. Students living in the College owned houses and apartments are subject to the same policies as students living in the residence halls.

Sales representatives are not permitted to make solicitations in the dormitories except upon permission of the Administration. Students acting as sales representatives must secure permission from the Office of Student Affairs.

The College operates a snack shop on the campus to provide sandwiches and refreshments to students and faculty. No other group of students is permitted to sell refreshments on the campus without permission from the Office of Student Affairs.

## **Co-Curricular Activities**

Bridgewater College promotes appreciation of the fine arts by bringing to the campus touring theatrical companies, stage personalities, professional musicians, and noted lecturers. The Committee on Cultural Activities plans the Lyceum Series of cultural programs and presents a series of artistic foreign and domestic films.

Four endowments support symposiums in which noted lecturers are invited to the campus. These lectureships are in honor of Harold H. Hersch, Anna B. Mow, W. Harold Row, and Glen Weimer. Such persons as Paul J. Warnke, Chief United States representative in the SALT II negotiations with the Soviet Union; Gene Sharp, Director of the Program on Nonviolent Sanctions at Harvard University; Judith Kipper, specialist on Middle East Affairs and Resident Fellow of the Brookings Institute; Robert S. McNamara, former U.S. Secretary of Defense and former President of the World Bank; Dr. Oscar Arias Sanchez, Former President of Costa Rica and Nobel Peace Prize Recipient, and Maya Angelou, noted actress, poet, playwright, and author, are among the lecturers who have participated in the Endowed Lectureships Series.

Eagle Productions is the programming board that plans and implements student activities. The group seeks to provide a diverse and comprehensive program of activities for the whole campus as well as leadership development for its members. Eagle Productions is composed of six Committees and over forty members (including Freshmen). This group works with advisors to plan and implement a creative program of weekend events on campus. There are many special events planned such as Homecoming, Madrigal, May Day, and the Springfest Carnival. Every weekend regular activities include the coffeehouse series, concerts, movies, dances, late night activities, and more.

## **Convocations**

Convocations at Bridgewater College serve an integrative function in the general liberal arts educational program. This purpose reflects the desire of the College (a) to emphasize an interdisciplinary approach to issues in all academic fields, and (b) to explicate the



interrelationship between culture and Christianity evident in Western civilization. Diverse media such as lectures, films, art, drama, and music are used to achieve those educational goals.

At least one convocation is held each week, and each student attends at least seven convocations per semester. For a student who meets the convocation attendance requirement, at the end of each semester a grade of S is entered on the student's permanent record; for a student who does not, a grade of U is entered.

The Convocation Committee, established to implement the program, is composed of representatives from the three major liberal arts divisions: arts and humanities, social sciences, and the natural sciences. In addition, the Committee includes the Vice President and Dean for Academic Affairs, the Dean of Students, and student members appointed by the Student Senate.

**Athletics**

The faculty and staff encourage men and women to participate in intercollegiate athletics by fostering a challenging and versatile athletic program. They believe that athletics contributes to the development of the whole person, which is a key component of the College's mission. Athletics is an integrated part of the academic curriculum of the College promoting leadership, self-discipline, and responsibility.

The College sponsors 21 varsity programs, which include baseball, basketball, cross country, football, golf, soccer, tennis, indoor track, and outdoor track for the men, and basketball, cross country, field hockey, lacrosse, riding, softball, soccer, tennis, indoor track, outdoor track, and volleyball for the women. Cheerleading is considered a varsity program as well for both men and women. The athletic program supports a dance team and pep band, which perform at home football and basketball games.

The College is a Division III member of the National Collegiate Athletic Association and follows guidelines and policies set forth by this governing body. Our teams are members of the Old Dominion Athletic Conference, which has 14 college members.

**Athletics Mission Statement**

The College adheres to the philosophy of intercollegiate athletic competition based upon the principles of amateurism, sportsmanship, and fair play. The following guidelines have been developed for the athletic program: (1) to place a priority on the academic progress of all students who participate in intercollegiate athletics; (2) to ensure the physical well-being of all student-athletes during practice, travel, and play; (3) to develop each student-athlete physically, mentally, socially, emotionally, and morally; and (4) to develop excellence in all of the College's intercollegiate athletic programs.

**Intramural Program**

The intramural office provides a program of recreational activities for students, faculty and staff that encourages participation, and provides challenging competition, healthy exercise, and good sportsmanship.

The following intramural sports are available at the College and, depending upon interest, are available for men, women and as co-rec:

Flagg Football	Tennis (singles and doubles)
Basketball (3 on 3)	Golf (singles and doubles)
Basketball (5 on 5)	Billiards (singles and doubles)
Sand Volleyball (4 on 4)	Ping Pong (singles and doubles)
Indoor Volleyball (6 on 6)	Racquetball (singles and doubles)
Softball	Horseshoes (singles and doubles)
Swim Meet	Indoor Soccer

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Track Meet  
Badminton  
Chess  
Checkers

Outdoor Soccer  
Bowling  
Turkey Trot (cross country)  
Free Throw and 3 point competition

### Theatre Activities

The Pinion Players, assisted by other students on the campus interested in theatre, present two full-length plays and a theatre workshop each year in order to develop theatrical talent, to keep the College community acquainted with examples of contemporary and classical theatre, to suggest to students the vocational and avocational opportunities in the field of theatre, and to provide laboratory opportunities for students enrolled in acting and play production classes.

### Debate

Bridgewater College offers its students an opportunity to participate in intercollegiate debate. Each year College teams participate in a number of invitational tournaments, and over the years Bridgewater debaters have won top honors. First year debaters may compete in the novice division while the varsity division is open to all experienced debaters. The Debate Club is the sponsoring organization.

### Music

Bridgewater recognizes the importance of music, not only as a part of the curriculum of a liberal arts college, but also as a vital part of campus life. Students are encouraged to participate in the several musical organizations of the college.

From its founding, Bridgewater has been known as a "singing college." There are three choral groups. The Oratorio Choir is the large ensemble that rehearses during the fall semester and performs a major work during the advent season. The Concert Choir, a group of 45-50 students, performs on campus and tours extensively in the spring semester. The Chorale is a group of 23 singers that performs on campus and tours at various times during the year to schools and churches.

Instrumental ensembles at Bridgewater include the Symphonic Band, the Jazz Band, the Pep Band, and small woodwind and brass ensembles. These bands and ensembles perform on campus both formal and informal concerts and tour at various times during the year.

Rich expressional activities, including frequent student recitals, parallel the courses in theory and applied music. Private instruction in piano, organ, voice, and instruments is available for students.

### Publications

Students write, edit, and publish a newspaper, *Veritas*, which highlights campus news and affords students opportunities to air publicly differences of opinion on controversial issues, College policies, and student government action. Students also publish a yearbook, the *Ripples*, which is usually distributed in May of each year. Both the newspaper and the yearbook have won honors in state and national competition.

*The Eagle*, a handbook for all students, contains the constitution and bylaws under which the Student Government operates, a register of the faculty, a register of student leaders, the school calendar, a list of student organizations, the words of the College song, and a summary of Bridgewater ideals and traditions. The College publishes annually the catalog, the *President's Report*, the quarterly *Bridgewater* alumni magazine, and two issues of the Bridgewater newsletter for parents of students and friends of the College.

The *Philomathean* is a journal of student papers, essays, short stories, poems, and visual

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art published each year by Bridgewater College. "Philomathean" means love of, or devotion to, learning; the *Philomathean* reflects this ideal by recognizing and honoring student creativity and scholarship. A student may submit work produced for a course or on his or her own initiative, or faculty members may recommend a student's work, to a faculty editorial board which selects the contributions to be included in the *Philomathean*.

### **Other Organizations**

The Psychology Club, Student Ambassador Association, Science Fiction Club, Student Service Board, The Temptations, Lambda Society, Alpha Chi, Alpha Psi Omega, Delta Sigma Rho-Tau Kapa Alpha, American Chemical Society, Phi Alpha Theta, Who's Who, Student Government, Honor Council, Brethren Student Fellowship, Baptist Student Union, Campus Crusade for Christ, Catholic Campus Ministry, Family and Consumer Science Club, Pre-Law Club, Amnesty International, Black Student Congress, Conservation Club, Community Service Organization, Council for Exceptional Children, Crimson Clovers, Day Student Organization, Forensics Union, Habitat for Humanity, Mass Communications Organization, Mathematics Club, College Republicans, Young Democrats and the campus radio station WGMB are among other student organizations at Bridgewater.

### **Student Services**

#### **Freshman Orientation**

To help incoming students become familiar with the Bridgewater College community and campus, a two-phase orientation is conducted. The first phase occurs during the summer when students arrive to take placement tests that determine what courses they will enroll in during the fall semester. During Phase I Orientation, parents are oriented to the College's history, academic programs, athletic/intramural programs and co-curricular programs. There are three one-day sessions offered. Each new student should attend one of the sessions. During Phase II Orientation, which occurs when students arrive in the fall, they receive presentations and familiarization with all campus programs and activities. The Phase I and Phase II Orientations are directed by the Office of Student Affairs which is assisted by trained students. These are upperclassmen who have volunteered to assist the freshmen throughout their first year at Bridgewater.

#### **Counseling and Guidance**

The Student Resource Center services provided by Bridgewater College encourage students to develop personally, socially and spiritually as well as academically throughout their college experience. These services provide students with tools and resources, which they can utilize for the rest of their lives. The staff in the Student Resource Center assist students in a variety of areas including personal and academic counseling, as well as supplying students with free tutors for any course. The College Chaplain is particularly helpful in the areas of pastoral and grief counseling as well as in dealing with normal, personal issues. In addition to the Student Resource Center staff and the Chaplain, the Vice President and Dean for Academic Affairs, the Dean of Students, the Director of Career Services, the College Nurse, the residence hall Directors and the entire teaching staff are involved in guidance and counseling at Bridgewater College.

Students are assigned a faculty advisor within the department in which they intend to major. Because the primary responsibility of a faculty advisor is to assist the student concerning course requirements, registration and academic regulations, personal counseling needs are usually referred to one of the appropriate staff members mentioned above. Freshman students are also assigned a PDP advisor, who serves as a guide throughout the first year of college.

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## **Career Services**

The Office of Career Services is committed to helping each student achieve his/her education and career aspirations. Whether seeking employment or graduate school after graduation, the Director can lead the student every step of the way.

- During the freshman year, it is very important that students develop a greater sense of who they are, what they want, and how they can achieve success through a degree from Bridgewater College. Individual career counseling and testing services assists students in choosing the most appropriate major and career.
- As a sophomore, students should begin to assess their interests and desires relative to their future occupation. The Office of Career Services has abundant resources on the web and in the career library to give every student the knowledge that they need!
- As a junior, acquiring relevant experience is a must. The Office of Career Services has listings of summer employment and volunteer opportunities to help students find relevant work. Completing an internship is strongly recommended. During the junior year, it is also important to develop the fundamental skills to establish a quality resume and cover letter, and to interview successfully. If graduate school is an option, the student should begin researching programs and preparing for graduate school entrance exams.
- The senior year involves networking; attending job/graduate school fairs; utilizing the career services employment notice postings; on-campus interviewing with representatives of business, industry, and school systems; and acquiring the job search skills to find gainful employment. It is recommended that graduate school applications and entrance examinations be completed by the end of the fall semester.

Each year, approximately 14% of Bridgewater College Students choose to pursue graduate school. In addition to the Director of Career Services, faculty advisors and the Vice President and Dean for Academic Affairs assist students in securing admission to graduate and professional schools as well as obtaining graduate fellowships and assistantships. The Career Services Office has LSAT (Law), MCAT (Medicine), GMAT (Business), DAT (Dental) and GRE (graduate school) practice exams and preparation materials available upon request.

## **Health Services**

Every effort is made by the College staff to promote the health and physical welfare of students through proper sanitation and cleanliness, safeguarding food supplies, and teaching wellness habits. The Council on Student Affairs cooperates with the College Nurse and Physicians to provide the best conditions possible for the physical welfare of students. A physical examination is required of all new students prior to registration. Vaccinations and inoculations against contagious diseases are required.

The health services is under the general supervision of the College Nurse, whose services are available to all students. In case of common illnesses, residential, commuting and part-time students receive the services of a college physician while he is on duty in the health services. Where treatments at other times or prescriptions are necessary, the student will be expected to pay the doctor or the pharmacist directly.

## **Horse Stables and Horseback Riding**

Bridgewater College provides and maintains a horse barn for the purpose of boarding students' horses. A boarding fee of \$125.00 per month provides a stall, a large pasture for riding, tack room, and a riding ring. Each student is expected to maintain his/her horse and stall.

Horseback riding lessons are available at Oak Manor Farm, which is located in close proximity of the College. This class can be taken for credit by enrolling in Health and Exercise Science 185 - Horseback Riding. There is an additional fee of \$540.00.

## **Religious Life and Services**

As a church-affiliated academic community, the College seeks to maintain a distinctively Christian atmosphere while respecting other religious traditions. As a learning community with Christian values, the College encourages each individual to develop a personal faith and to find a meaningful place in the world.

The College views religious activity as a natural and essential part of student life. Students are encouraged to actively pursue their faith development within a wholesome balance of learning, service, and leisure. Regular campus worship services, spiritual focus events, Bible studies, retreats, and service opportunities provide a variety of ways for individuals to express, explore, and deepen their spiritual life. Several religious fellowship groups, including the Baptist Student Union, Brethren Student Fellowship, Campus Crusade for Christ, Catholic Campus Minisry, and Fellowship of Christian Athletes are active on campus and open to any who wish to participate. Catholic, Episcopal, Intervaristy, Jewish, Lutheran, Presbyterian, and United Methodist campus ministries are based at nearby James Madison University and welcome the participation of Bridgewater College students. The Student Council on Religious Activities (SCRA) is a council of elected students that plans and promotes spiritual growth and service opportunities for the entire campus community. The Campus Chapter of Habitat for Humanity provides opportunity for students to express their faith by building houses for people in need on weekends and through the Alternative Spring Break program.

## **Alumni Association**

The Alumni Association, organized June 6, 1899, seeks to strengthen the bond of loyalty between the alumni and their alma mater, fosters an esprit de corps of good fellowship among alumni, organizes local chapters, arranges a class reunion every five years for each class, and helps promote the growth and development of the College.

The Alumni Association is governed by its elected officers and a board of directors composed of 29 members. The Director of Alumni Relations, as the chief executive of the association, directs all alumni relations and activities and helps organize and maintain chapters throughout the nation.

All graduates and students who have completed at least twelve semester hours of credit at Bridgewater College are eligible for membership in the Alumni Association. Those who have graduated or earned transferable credit at Bridgewater or from the former Blue Ridge or Daleville Colleges, prior to 1966, are members of the association. Faculty, staff, trustees, and those awarded honorary degrees are honorary members of the association. The association charges no dues but all members are urged to make annual contributions to the alumni fund. These yearly contributions keep the alumni in good standing and their memberships active.

## FINANCIAL INFORMATION

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To be considered full-time, a student must be registered for a minimum of 12 credits during a semester. The fee schedule that follows, unless otherwise noted, assumes a full-time enrollment of at least 12 but not more than 18 credits per semester.

The comprehensive fee assessed to all students includes tuition and the following mandatory fees; registration, student activities, library, medical, accident insurance, student services and technology. The inclusive fee for resident students includes room and board.

The accident insurance policy covers all full-time students and the cost is covered in the inclusive fee. Coverage includes medical insurance expenses resulting from accidental bodily injury of up to \$2000 of covered expenses per accident. Claims are paid as stipulated regardless of where the student is located at the time of the accident. This insurance is written for a twelve-month period. All injuries must be reported to the Business Office before any claim can be satisfied.

### Fees for the 2002 - 2003 Session:

#### Full-Time Students

Resident Student	Per Year
Comprehensive Fee, including Tuition	\$16,090
Room and Board	<u>7,860</u>
<b>Total Residential Fee</b>	<b>\$23,950</b>
 Non-Resident Student	
Comprehensive Fee, including Tuition	<u>\$16,090</u>
<b>Total Non-Residential Fee</b>	<b>\$16,090</b>

#### Payment Dates

Payments are due according to the following schedule:

Semester	Resident Student	Non-Resident Student	Due Date
Fall	\$ 11,975	\$ 8,045	August 14, 2002
Spring	<u>11,975</u>	<u>8,045</u>	January 6, 2003
<b>Totals</b>	<b>\$23,950</b>	<b>\$16,090</b>	

#### Late Payments

Any account past due for ten days or more will be assessed a \$75 late charge. After thirty days, past-due accounts are subject to additional penalties not to exceed 12% per annum. Students may not complete class registration until satisfactory arrangements have been made with the Business Office for payment of all fees. The College neither gives final examinations nor issues grade report forms or transcripts of credits for students with delinquent accounts.



## Reservation Deposits

Full-time students must confirm their intention to enroll by making a reservation deposit. The reservation deposit in the amount of \$200 is applied to the Fall Semester charges for the upcoming year. For new students, it is due thirty days after admission and is nonrefundable after May 1. Students admitted after May 1 must make a deposit within ten days after admission. For returning students, the reservation deposit is due on March 1 and is nonrefundable. Returning students who fail to make the deposit on time pay a penalty of \$25 and may not complete a preliminary registration, select classes, or reserve a room until the deposit and the penalty have been paid.

## Interterm

Interterm is part of the academic year and basic Interterm fees are included in the semester billings. No refund for tuition, room or board will be given to students not attending Interterm. There may be additional charges to students enrolled in Interterm courses involving travel, off-campus housing or other expenses. For students enrolled for less than a full academic year, basic Interterm fees will be assessed on a pro-rated basis. Please contact the Business Office for additional information if you will be attending Interterm but will not be enrolled for the Fall and/or Spring semesters.

## Part-Time Students

A part-time student (one who is registered for fewer than 12 credits in a semester and who resides off campus) pays \$550 per credit plus a Registration Fee of \$30 per semester. Payment must be made at the time of official registration. A part-time student is not eligible to receive scholarship aid or to reside on campus.

### Special Fees

Overload per credit .....	\$ 200
Audit Fee per credit .....	150
Interterm Audit Fee .....	30
Art Studio Fee .....	45
Graduation Fee .....	60
Application Fee (paid only once; not refundable) .....	30
Late Registration Fee .....	25
Returned Check Fee .....	25
Transcript (first copy free).....	2
Room with connecting bath per semester (women only) .....	50
Room in Wakeman Hall or Geisert Hall per semester.....	75
Room in Blue Ridge Hall per semester.....	50
Private room fee per semester (if available) .....	500
Dormitory Key Replacement.....	5
Car Registration:	
Resident Student.....	15
Non-resident student .....	10
Identification Card Replacement .....	5
Placement Credentials (first copy free) .....	2
Laboratory fee for each Physics, Chemistry, Biology and Psychology course.....	30
Laboratory fee for GEC 105, Wellness.....	30
Horseback Riding - Exercise Science 185.....	540



In addition to the fees listed on the previous page, certain elective courses require student fees that are established at the beginning of each academic year. Horseback riding and ballet are examples of such fee courses. See the Business Office web page at <http://www.bridgewater.edu/departments/business/fees.html> for a current list of fees.

**Deposits**

Dormitory and Room Key Contingency Fee ..... \$100

Damage to dormitory buildings and furniture is charged to this deposit. The dormitory and room key deposit is made at the time the student first enrolls, and it is retained by the College until the student either graduates or withdraws. Returning students cover assessments that have been made against the deposit by bringing it back to the level of \$100 at the time of each fall registration. Failure on the part of the student to complete the dorm checkout process properly at the end of each academic year will cause the deposit to be forfeited. Any unused portion of the deposit will be refunded at graduation or upon withdrawal from the College after checkout is complete.

**Private Music Instruction**

Private instruction fees are in addition to tuition and overload charges.

Piano, Pipe Organ, Voice, and Wind Instruments: Per Semester  
One lesson per week ..... \$260

**Variable Expenses**

Each student pays for his or her own personal expenses and books. Books cost approximately \$825 per year and may be purchased by cash, check or credit card from the College Bookstore. Please note that students are not permitted to charge books to their student accounts.

**Withdrawal from College**

To withdraw from Bridgewater College at any time during the academic year, a student must first confer with the Dean for Retention and Freshmen Services who will provide a form requiring the signatures of appropriate college personnel. *A student who fails to withdraw properly will forfeit his or her dormitory and room key deposit, will receive failing grades in all currently enrolled courses and may be ineligible for refunds as described below.*

**Refunds**

The College must contract for its faculty and other educational services well in advance. For this reason, only limited refunds can be made when a student withdraws from the College. Advance deposits are not refunded in any instance.

In the event of *approved withdrawal for health reasons*, a refund of tuition and fees is provided according to the following schedule. No refund is given for the room charge, but the board fee is generally pro-rated. **Confidential written documentation** in support of a medical withdrawal must be provided by a physician or other certified medical practitioner to the Vice President and Dean for Academic Affairs, in order for this schedule to apply. In most cases, the supporting documentation must be received within **two weeks** after the withdrawal date.

### **Withdrawal Due to Health Reasons**

During the first two weeks of the semester	80%
During the third or fourth weeks	50%
During the fifth or sixth weeks	20%
After the sixth week	No Refund

In the event of *approved withdrawal for personal reasons* a refund of tuition is provided according to the following schedule. No refund is given for the room charge, but the board fee is generally pro-rated.

### **Withdrawal Due to Personal Reasons**

During the first two weeks of the semester	50%
During the third or fourth weeks	25%
After the fourth week	No Refund

*The financial aid of a student who withdraws from the College for any reason will be reduced in accordance with mandatory Federal guidelines. All questions concerning refund amounts should be addressed to the Business Office.*

### **Methods of Payment**

The inclusive fee for each semester and fees for all part-time students are due according to the schedule on page 45. All financial aid administered by the College is applied to the students' accounts at the rate of one-half for each of the Fall and Spring semesters. Work study earnings are paid directly to the student by check on a monthly basis.

Payments may be made by check or money orders. The College does not accept credit card payments. People who prefer to pay the Inclusive Fee in equal monthly installments may choose to enroll in the payment plan offered by Academic Management Services (AMS):

AMS  
One AMS Place  
P. O. Box 100  
Swansea, MA 02777  
(800)635-0120  
<http://www.tuitionpay.com>

Information concerning this plan will be mailed to all students during the Spring. AMS also offers a credit card payment option, but additional fees will apply.

### **Alumni Learning Tuition Program**

The Alumni Learning Tuition Program provides tuition discounts for Bridgewater College graduates wishing to further their education. Graduates may register for Bridgewater College classes at 50% of the current undergraduate tuition rate, provided that:

- They have completed a degree program at Bridgewater College.
- They are pursuing either professional certification or a second major.
- Classroom space is available after giving first priority to current undergraduates.
- Class size requirements are met.
- They do not have an outstanding balance with Bridgewater College.

Returning graduates will be assigned an advisor who will help them develop an academic plan according to their goals. Applications for the Alumni Learning Tuition Program are available in the Academic Dean's Office.

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# FINANCIAL AID

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Recognizing that college costs are a legitimate concern to many students, Bridgewater College commits significant institutional resources for grants and scholarships. To assist as many students as possible, the aggregate of institutional funds for an individual student is restricted to an amount equivalent to tuition and fees. Institutional grants and scholarships apply to institutional costs associated with enrollment during the academic year and exclude summer school. The Financial Aid Office coordinates resources provided by state and federal aid programs to provide a substantial and varied program of financial aid.

## **Federal Government Financial Aid**

Both returning and new students are required to submit the Free Application for Federal Student Aid (FAFSA) for 2002 - 2003 academic year no sooner than January 1, 2002 and the priority deadline is March 1, 2002. Applications submitted after March 1 will be processed as long as funds are available. The FAFSA is also the approved application for need-based institutional and state financial aid programs. The Financial Aid Office begins releasing aid packages to prospective students after March 15 on a rolling basis. Current students receive their aid packages after June 15.

Listed below are brief descriptions of the Title IV federal aid programs for students who are citizens or permanent residents of the United States. Full-time status for financial aid regulations is the enrollment in a minimum of 12 credits in each semester while half-time status is enrollment for 6 - 11 credits. Selected federal programs can be awarded to students enrolled on a part-time basis. The analysis of the FAFSA determines eligibility for Title IV aid programs. All students are subject to satisfactory academic progress standards in order to maintain eligibility for participation. Entering freshmen and transfers are considered to be making satisfactory academic progress based upon their admission. However, after that point, satisfactory academic progress is measured according to the information listed on page 50. The Financial Aid Office staff is available to answer questions about the issue of satisfactory academic progress for financial aid.

## **Title IV Federal Aid Programs**

1. **Federal Perkins Loan** - Students with exceptional financial need may borrow up to \$4,000 per year and up to \$20,000 for undergraduate degree. Repayment begins nine months after a student drops below half-time status. The interest is five percent. Based upon total funds borrowed, the repayment period has a limit of ten years.
2. **Federal Pell Grant** - Authorized under the Higher Education Amendments of 1972, eligible undergraduate students received a grant ranging from \$400 to \$3,750 in the 2001 - 2002 academic year. Eligibility is tied to the Expected Family Contribution (EFC) which is determined by the analysis of the FAFSA.
3. **Federal Supplemental Educational Opportunity Grant** - Under the Higher Education Act of 1965 and subsequent amendments, grant funds are available for the neediest students as determined by the EFC. Pell Grant recipients have first priority for these funds. Awards may range from \$100 to \$4,000.
4. **Federal Work-Study Program** - A number of job opportunities are filled by needy students who meet the provisions of the federally subsidized employment program. Employment is performed under conditions established by federal aid regulations with compensation based upon a variable wage scale ranging from \$5.25 to \$6.00 per hour. Student payroll is run on a monthly basis.

5. **Federal Stafford Loan** - If the analysis of the FAFSA determines that financial need exists, the student is eligible for a Subsidized Stafford Loan. If no financial need exists the student is eligible for an Unsubsidized Stafford Loan. The distinction between these categories is in regards to payment of interest while the student is enrolled on at least a half-time basis.

For a Subsidized Stafford Loan, the lender receives interest payments from the United States Government. For an unsubsidized Stafford Loan, the student borrower must make interest payments while in school or have payments capitalized. Annual loan limits are \$2,625 for freshmen, \$3,500 for sophomores, and \$5,500 for juniors and seniors. Students are eligible to have their loan limits met through Subsidized, Unsubsidized or a combination of the two loan types. Students must reapply with a FAFSA for each year that a loan is requested in order to determine the type of loan for that academic year. Calculated yearly, the variable interest rate will never exceed eight and one-quarter percent.

6. **Federal Parent Loan to Undergraduate Students** -This program is designed to assist parents in borrowing money to pay for undergraduate educational expenses. To be eligible for a PLUS loan the parent must be credit worthy. The maximum loan is the educational cost of attendance budget less financial aid awarded. Repayment begins within 60 days of final disbursement. Calculated yearly, the variable interest rate will never exceed nine percent.

### **Satisfactory Academic Progress**

To be eligible for federal aid and need-based institutional awards, a recipient must maintain satisfactory academic progress. For students who entered Bridgewater College prior to the fall of 2000, satisfactory academic progress is defined in the table below. If one does not meet the minimum requirements set forth, one may make an appeal for aid. The Financial Aid Committee rules on all satisfactory progress appeals.

Enrollment	Credits Earned	Classification	Year End GPA
End of Year 1	21	Freshman	1.600
End of Year 2	45	Sophomore	1.700
End of Year 3	72	Junior	1.800
End of Year 4	99	Senior	2.000

Students who enter Bridgewater College in the fall of 2000 or after must meet the following standards for satisfactory academic progress:

Enrollment	Credits Earned	Classification	Year End GPA
End of Year 1	24	Freshman	1.600
End of Year 2	48	Sophomore	1.800
End of Year 3	72	Junior	2.000
End of Year 4	96	Senior	2.000

### **Federal Aid Return of Title IV Funds**

While Bridgewater College has a refund policy for charges outlined on pages 43 and 44 in the catalog, a separate program for federal aid exists as described in the "Return of Title IV Funds" regulations published by the U.S. Department of Education. Bridgewater College determines how much Title IV aid a student has received and earned at the time of with-

drawal. The amount of aid earned is calculated on a pro rata basis through 60 percent of the payment period. The amount of unearned Title IV aid is then returned to various Title IV aid program which includes Federal Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Pell Grant, Federal Supplemental Educational Opportunity Grant and other Title IV programs. If the student has received any assistance from the Title IV funds in the order listed above, the return of funds will go to those specific programs in the order received. After 60 per cent of the payment period (academic semester) has been completed, all Title IV funds have been earned and continue to be available for payment against institutional charges. It is possible for students whose accounts were paid in full at the start of a term to owe payment for the balance of charges after the return of Title IV funds is completed. The withdrawal date for use in this process can begin in several different ways. The standard procedure begins with the date that the student picks up a Withdrawal Form from the Dean for Enrollment Management, or the date that the student orally or in writing provides an official notification to the institution of their intent to withdraw can be the valid withdrawal date. If a student gives no official notification, Bridgewater College has the option of using the midpoint of the payment period or a withdrawal date that can be documented with the student's attendance at an academically related activity. Before a student takes any action to withdraw, it would be advantageous to learn the refund policy that the Business Office will use as well as the implications of any Refund of Title IV funds. Any questions concerning this issue should be addressed to the Financial Aid Office. All questions concerning final resolution of the account balance in the Business Office should be addressed to the Vice President for Finance.

### **Academic Scholarships**

1. **President's Merit Ace Plus Awards** - grants equivalent to tuition are offered to ten incoming freshmen who rank in the top 5% of their graduating classes and have a minimum SAT of 1350 or ACT of 30. Recipients are chosen based upon academic achievement and difficulty of curriculum. Annual renewal requires a minimum year-end GPA of 3.2 for a maximum total of four years.
2. **President's Merit Ace Awards** - grants of \$12,000 are awarded to selected incoming freshmen who rank in the top 5% of their graduating classes and have a minimum SAT of 1250 or ACT of 28. Recipients are chosen based upon academic achievement and difficulty of curriculum. Annual renewal requires a minimum year-end GPA of 3.0 for a maximum total of four years.
3. **McKinney Scholarship** - grants of \$12,000 are awarded to incoming freshmen who are graduates of public high schools in Carroll County, Maryland, rank in the top 10% of their respective graduating classes, and have a minimum SAT of 1250 or ACT of 28. Annual renewal requires a minimum year-end GPA of 3.0 for a maximum total of four years.
4. **McKinney ACE5+ Scholarship** - an award of \$10,000 is available to incoming freshmen who (a) rank in top 5% of their high school graduating classes and (b) have SAT 1100 or ACT 24. Transfer students must have at least 12 transferable credits with a minimum cumulative GPA of 3.8 on all college courses as well as SAT 1100 or ACT 24. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
5. **McKinney ACE 5 Scholarship** - an award of \$9,000 is available to incoming freshmen who rank in top 5% of their high school graduating classes. Transfer students must have at least 12 transferable credits with a minimum cumulative GPA of 3.8 on all college courses. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.



6. McKinney ACE 10+ Scholarship - an award of \$8,000 is available to incoming freshmen who (a) rank between the 6<sup>th</sup> to 10<sup>th</sup> percentiles in their high school graduating classes and (b) have SAT 1100 or ACT 24. Transfer students must have at least 12 transferable credits with a minimum cumulative GPA of 3.5 on all college courses as well as SAT 1100 or ACT 24. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
7. McKinney ACE 10 Scholarship - an award of \$7,000 is available to incoming freshmen who rank between the 6<sup>th</sup> and 10<sup>th</sup> percentiles in their graduating classes. Transfer students must have at least 12 transferable credits with a minimum cumulative GPA of 3.5 on all college courses. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
8. Lantz ACE 10 Scholarship - an award of \$10,000 is available to incoming freshmen who rank in the top 10% of their graduating class at Broadway High School or freshmen who attend Linville Creek Church of the Brethren and rank in top 10% of graduating class. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
9. McKinney ACE 20+ Scholarship - an award of \$6,000 is available to incoming freshmen who rank (a) between the 11<sup>th</sup> and 20<sup>th</sup> percentiles of their high school graduating classes and (b) have a SAT 1100 or ACT 24. Transfer students must have at least 12 transferable credits with a minimum cumulative GPA of 3.2 on all college courses as well as a SAT 1100 or ACT 24. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
10. McKinney ACE 20 Scholarship - an award of \$5,000 is available to incoming freshmen who rank between the 11<sup>th</sup> and 20<sup>th</sup> percentiles of their high school graduating classes. Transfer students must have at least 12 transferable credits with a minimum cumulative GPA of 3.2 on all college courses. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
11. McKinney ACE 30+ Scholarship - an award of \$5,000 is available to incoming freshmen who (a) rank between the 21<sup>st</sup> and 30<sup>th</sup> percentiles of their high school graduating classes and (b) have a SAT 1100 or ACT 24. Transfer students must have at least 12 transferable credits with a minimum cumulative GPA of 3.0 on all college courses as well as a SAT 1100 or ACT 24. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
12. McKinney ACE 30 Scholarship - an award of \$4,000 is available to incoming freshmen who rank between the 21<sup>st</sup> and 30<sup>th</sup> percentiles of their high school graduating classes. Transfer students must have at least 12 transferable credits with a minimum cumulative GPA of 3.0 on all college courses. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
13. SAT/ACT Grants - an award of \$2,500 is available to incoming freshmen and transfers who (a) are ineligible for ACE scholarships and (b) have a SAT 1140 or ACT 25. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
14. Scholastic Aptitude Grants - an award of \$2,000 is available to incoming freshmen and transfers who (a) are ineligible for ACE scholarships and (b) have a SAT ranging from 1050 to 1130. The award is active for a maximum total of four years.

#### Institutional Grants

1. Challenge Grants - \$2000 grants awarded to incoming freshmen and transfers who will be resident students and (a) apply for admission by March 1, (b) submit the FAFSA by March 1, (c) have no financial need according to the federal analysis, and (d) are ineligible to receive other institutional grants (i.e., Academic Scholarships, Church of the Brethren, Ethnic Diversity, Post-Graduate, Private Secondary, Spoerlein Grants). Late



applicants may be eligible to receive initial \$1000 grants. All Challenge Grant recipients are eligible for \$2000 in each subsequent year, provided they continue to meet the initial year requirements as well as paying the reservation deposit by April 1.

2. Church of the Brethren Grants - grants awarded to incoming freshmen and transfers who are members of the Church of the Brethren. The amount of the award is dependent upon housing status, with a resident student receiving \$2500 and a commuter receiving \$1500.
3. Ethnic Diversity Grants - \$2000 grants awarded to incoming freshmen and transfers of non-Caucasian ethnic classification.
4. Family Grants - Whenever more than one sibling is enrolled full-time and resides in Bridgewater College campus housing, a total of \$1,000 will be distributed among the siblings.
5. General Grants - variable need-based grants of up to \$8500 awarded to students who demonstrate financial need as determined by the federal analysis. To apply, students must submit the Free Application for Federal Student Aid (FAFSA).
6. International Student Grant - \$5,000 grants are available to a maximum of 14 international students who are not eligible for federal or state aid.
7. Post-Graduate Grants - \$2000 grants awarded to incoming freshmen who have completed a full year of post-graduate studies, rank in the top 50% of the class, and have a minimum 2.5 GPA in the post-graduate curriculum.
8. Private Secondary School Grants - \$2000 grants awarded to incoming freshmen who graduated from private high schools.
9. Spoerlein Grants - grants of \$2,000 are awarded to selected incoming freshmen from Maryland ranking in the top 50% of their graduating classes.
10. State Incentive Grant - \$2,000 grants awarded to incoming freshmen and transfers who are legal residents of Delaware, New Jersey, New York, Pennsylvania and West Virginia.
11. Transfer Grant - \$2,000 grants are available to transfer students (never attended Bridgewater College) with a minimum of 12 transferable credits earned after graduation from high school.

### **Special Interests**

1. 50-50 Plan - Persons who are 50 years of age and older may enroll for credit with a scholarship equal to 50 percent of the tuition.
2. Special Audit Program - Persons who are 65 years of age and older or 60 years of age and retired, may audit courses on a "space available" basis for a special audit fee of \$25, which includes the registration fee.

### **Commonwealth of Virginia Financial Aid**

1. **Virginia Tuition Assistance Grant** - The amount of a Virginia Tuition Assistance Grant, dependent upon a level of funding by the Virginia General Assembly, is independent of the financial status of the student and his or her family. During the 2001 - 2002 academic session the maximum value of this grant is \$3,000. To be eligible, the student must be a legal resident or domiciliary of Virginia and must be enrolled in at least 12 credits of work in each semester. The deadline to apply is July 31, and application forms are available from the Financial Aid Office.
2. **College Scholarship Assistance Program** - To be eligible for this grant, a Virginia resident must demonstrate financial need which is greater than fifty percent of educational costs. Bridgewater College selects the recipients from its pool of eligible applicants. The minimum award amount is \$400 and the maximum is \$5,000.

### Named Scholarships

The money for scholarships comes from gifts by interested alumni and friends, from churches, and from the income of endowed funds. The list of named scholarship funds follows:

Anonymous Donor — Organ Scholarship  
Augusta County Scholarship  
Bruce James Bandle Memorial Scholarship Fund  
Bertha Negley Bergum Scholarship Fund  
John W. Boitnott Endowed Scholarship Fund  
J. Ralph Bonsack Scholarship Fund  
Anna Mary Bopst Shaw and Irma Bopst Bonsack Scholarship  
Berkley O. and Edith Fry Bowman Endowment  
Glenn C. Bowman Endowed Scholarship Fund  
Samuel Joseph and Sue Virginia Bowman Endowed Scholarship  
Warren D. and Olive Smith Bowman Memorial Scholarship Fund  
Bridgewater College Alumni Association Scholarship Fund  
William L. Brown Scholarship Fund — Biological Sciences  
Mary Coffman Bryant, and her son, Warren Lynn Bryant Endowed Scholarship Fund  
Charles Henry and Linnie Louise Miller Buckle Endowed Scholarship Fund  
L. Daniel and Louise Roller Burtner Endowed Scholarship Fund  
Harry F. Byrd, Jr. Scholarship Fund  
A. Joseph and Orpha H. Caricofe Endowed Scholarship Fund  
Anna B. Caricofe Scholarship Fund  
Christian Experience Summer Scholarship Fund (O. P. Williams Fund, S. A. Harley Memorial, E. D. Flory Memorial, Lester D. Hoover Memorial)  
Class of 1950 Scholarship Fund  
Richard A. Claybrook, Jr. Endowed Scholarship Fund  
David and Effie Cline Scholarship Fund  
Margie Ann Conner Scholarship Fund — Choral and Keyboard Music  
Horace V. and Mary M. Cox Scholarship Fund  
Warren, Robert and Laura Craun Scholarship Fund  
Eston Leon Crickenberger Endowed Scholarship Fund  
J. B. and Betty D. Dillon Educational Fund  
W. Burton Dillon Scholarship Fund  
John L. Driver Memorial Scholarship Fund  
W. E. Driver Scholarship Fund  
Howard G. Dull Endowed Scholarship Fund  
J. Alfred and Ada E. Duncan Scholarship Fund  
Jesse Ball duPont Scholarship Fund — Christian Service  
John W. and Lurene M. Durna Endowed Scholarship Fund  
W. Harry and Anna T. Edmonson Memorial Scholarship Fund  
Eller Memorial Endowed Scholarship Fund  
Jessie Mae Conner Eller Memorial Fund  
Lester S. and Edna Mae Evans Memorial Scholarship Fund  
Farmers Insurance Group of Companies Scholarship  
Mary Margaret Showalter Fifer and Charles Frederick Fifer Memorial Fund  
John William Fike Endowed Scholarship Fund  
G. Wayne Flora Memorial Scholarship Fund  
D.C. Flory Memorial Scholarship Fund  
Dorothy Bumgardner Fogle Endowed Scholarship Fund  
F. Bruce Forward, Jr. Scholarship Fund

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Luther Charles Fultz Memorial Scholarship Fund  
 Harold L. and Isabelle Fisher Garber Endowed Scholarship Fund  
 Robert B. and Edith A. Garber Endowed Scholarship Fund  
 John E., Sr. and Mary Miller Glick Endowed Scholarship Fund  
 John T., Effie Evers, and Paul Emerson Glick Memorial Scholarship Fund  
 Simon D. and Ruth L. Glick Scholarship Fund  
 Alvin T. and Macie M. Harmon Endowed Scholarship Fund  
 H. L. Harris Endowed Scholarship Fund  
 Guy N. and Edna W. Hartman Scholarship Fund  
 Maurice K. and Gray R. Henry Scholarship Fund  
 J. W. Hines Scholarship Fund  
 John R. and Melissa M. Hipps Family Heritage Scholarship Fund  
 Warren W. Hobbie Scholarship Fund  
 David LaVerne and Miriam M. Holl Memorial Scholarship Fund  
 Jacob A. and Kittie Danner Hoover Scholarship Fund  
 John H. and Annie Rebecca Flory Hoover Memorial Scholarship Fund  
 Aaron M. Horst Scholarship Fund  
 S. Ruth Howe Endowed Scholarship Fund  
 Robert L. Hueston Endowed Scholarship Fund  
 Nelson T. Huffman Bridgewater Rotary Endowed Scholarship Fund  
 Nelson T. Huffman Music Scholarship Fund  
 Henry C. and Margaret H. Ikenberry Endowed Scholarship Fund  
 John William Sr. and Ida Barnhart Ikenberry Scholarship Fund  
 Rufus Bucher King and Wanda Hoover King Endowed Scholarship Fund  
 Wanda Hoover King Endowed Scholarship Fund in Family and Consumer Sciences  
 Donald Lester Kline Memorial Fund  
 John M. Kline, Jr. Family Memorial Music Scholarship Fund  
 Paul M. and Betty H. Kline Art Purchase and Endowed Scholarship Fund  
 Wilmer M. and Nora Harley Kline International Scholarship Endowment  
 Charles D. and Vergie C. Lantz Endowed Scholarship Fund  
 S. Floyd and Minnie Laughrun Scholarship  
 Edgar Leer Scholarship Fund  
 The Reverend Paul Samuel Lewis and Helen Blevins Lewis Endowed Scholarship Fund  
 I. S. and Effie V. Long, Madeleine Long Arthur Scholarship Fund  
 Edward Lukens Scholarship Fund  
 Russell E. and Mary Zigler Mason Endowed Scholarship Fund  
 Lee and Ida Hinegardner May Memorial Scholarship Fund  
 W. Holmes and Reefa Hoover McGuffin Memorial Scholarship  
 Robert M. and Mary E. McKinney Endowment Fund  
 Miller-Michael Music Scholarship  
 A. D. and Emma Grace Miller Educational Fund  
 David R. and S. Frances Wampler Miller Memorial Scholarship Fund  
 George W. Miller Family Scholarship Fund  
 Herman B. and Frances M. Miller Endowed Scholarship Fund  
 Lawrance S. and Carmen C. Miller Endowed Scholarship Fund  
 Lula A. Miller Endowed Scholarship Fund  
 Minor C. and Agnes Shipman Miller Memorial Scholarship Fund  
 Russell and Cleo Driver Miller Endowed Scholarship Fund  
 Naomi Louise Mills Memorial Scholarship Fund  
 S. Earl and Vera W. Mitchell Endowed Scholarship Fund  
 Kathryn Leigh Moore Memorial Fund

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P. Buckley Moss Special Education Scholarship Fund  
 Mt. Hermon Church of the Brethren Scholarship Fund  
 James A. Mumper Endowed Scholarship Fund  
 Abner H. and Eunice Naff Myers Endowed Scholarship  
 John C. Myers Memorial Scholarship  
 Mark Early Myers, Sr. and Dorothy Miller Myers Scholarship Fund  
 Minor Myers Ministerial Scholarship Fund  
 Richard D. Obenshain Memorial Fund —Public Service  
 Jasper H. and Edna Wampler Pence Scholarship Fund  
 Karen Lee “Pixie” Perdue Scholarship Fund  
 Esther Mae Wilson Petcher Memorial Scholarship  
 G.W. and Edith Petcher Memorial Fund  
 Merlin K. Peterson and Mary K. Simmons Memorial Scholarship  
 Pleasant Hill Church of the Brethren Scholarship Fund  
 Muriel A. Raum Scholarship Fund  
 William S. and Betty M. Ray Endowed Scholarship Fund  
 Charles E. and Anna M. Resser Memorial Scholarship Fund  
 David L. Rogers Scholarship Fund  
 Ethel Amelia Roop Endowed Scholarship Fund  
 Earnie J. and Viola Rowe Scholarship Fund  
 H. Edgar and Mary E. Royer Memorial Scholarship Fund  
 Helen Early Ruby Endowed Scholarship Fund  
 Russian International Studies Student Scholarship Fund  
 Homer N. and Bertha Miller Sackett Memorial Scholarship Fund  
 Roger E. Sappington Memorial Scholarship Fund  
 Scherrfig (Sherfey) Family, J. Arthur Allison and Dora Clark Allison Endowed Scholarship Fund  
 Dora V. Schmidt Memorial Scholarship  
 Joseph Elmer Seehorn and Bessie Diehl Seehorn Memorial Scholarship Fund  
 Norman A. and Anna Bowman Seese Endowed Scholarship Fund  
 Harry W. and Ina Mason Shank Peace Studies Endowment  
 Paul W. Shiflet Endowed Scholarship Fund  
 Levi S. Shively Memorial Scholarship in Mathematics  
 Victoria Weybright Shoemaker Endowed Scholarship  
 Shull-Huffman Music Scholarship Fund  
 Loren S. and Miriam Blough Simpson Endowed Scholarship Fund  
 David G. and Margie Messick Smith Endowed Scholarship Fund  
 Mabel Glick Smith Endowed Scholarship Fund  
 Mary Hoover Smith Scholarship Fund  
 Perry Franklin Spitzer and Emma Mabel Baldwin Spitzer Memorial Scholarship Fund  
 Randall, Anna Snader and Gretchen Pittinger Spoerlein Endowed Scholarship  
 Ruth Weybright Stauffer Organ Scholarship Fund  
 Wesley Edward Straub Memorial Scholarship Fund  
 Virginia Garber Cole Strickler Memorial Fund  
 Millard G. and Rebecca Swartz Wilson Memorial Scholarship Fund  
 Jacob Thomas Family Endowed Scholarship  
 Thomas R. Thornley Music Scholarship Fund  
 Orland “Jack” Wages Bridgewater Rotary Scholarship Fund  
 Benjamin O. and Crystal Driver Wakeman Scholarship Fund  
 Charles W. Wampler, Sr. Scholarship Fund  
 Frederick J. and Ernest M. Wampler Family Scholarship Fund

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John B. Wampler Endowed Scholarship Fund  
Edna Judy Weaver Scholarship Fund  
M. Guy and Naomi Miller West Endowed Scholarship  
Ethel Thomas Whitehair and Rowland Whitehair Endowment  
Lettie Pate Whitehead Scholarship  
The Faith, Muriel, Carlyle and Alfred Whitelaw Family Endowed Scholarship Fund  
N. Paige Will and Ann Crist Will Scholarships  
Elby C. and Evelyn Roller Wilson Endowed Scholarship Fund  
Gloria Bohn Wilson Endowed Scholarship Fund  
John Eugene Wine Endowed Scholarship Fund  
William E. and Margaret K. Wine Endowed Scholarship Fund  
Emily Miller Wise Endowed Scholarship Fund  
Edgar N. and Odessa Roberson Wright Memorial Scholarship Fund





# CAREER OPPORTUNITIES

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Knowing what you want to do after college is often a tough decision. While some students enter college with a firm idea of what to pursue, most only have a vague idea. Approximately 75% of students change their major at least once. This occurs because as one's awareness of the opportunities in the working world increase, one's impressions can change. One of the benefits of a Liberal Arts education is the exposure to a wide variety of subject matter, disciplines, and opportunities. The Office of Career Services exists to help each student translate this increased awareness into a career and life plan.

## **For the Student Going Into Business**

A four-year curriculum leading to the Bachelor's Degree in either business administration or economics is provided. Concentrations are offered in accounting, finance, managerial economics, international commerce, organizational management, and marketing.

## **For the Student Going Into Computer Science**

Completion of a curriculum leading to a Bachelor's Degree with a major in computer science, computer science combined with mathematics, or information systems management prepares one to enter graduate study in computer science or to pursue employment in this rapidly expanding field.

## **For the Student Going Into Dentistry, Pharmacy or Physical Therapy**

Admission to schools of dentistry, pharmacy and physical therapy may be obtained without the completion of the baccalaureate degree requirements. Most students will remain at Bridgewater to complete the baccalaureate degree. The College has a special articulation agreement with Shenandoah University leading to a doctoral degree in physical therapy.

## **For the Student Going Into Engineering**

A student who completes ninety-one credits at Bridgewater College, including the general education requirement and the requisite courses in science and mathematics, may be admitted to the receiving engineering school where, in two additional years, the Bachelor's degree in one of several engineering fields may be earned at the same time a Bachelor's degree is earned at Bridgewater College. Students interested in this program should consult with the Vice President and Dean for Academic Affairs and the Chair of the Physics Department.

## **For the Student Going into Forestry**

A dual degree program is offered in cooperation with the School of Forestry and Environmental Studies at Duke University. A student who completes ninety-one credits and the general education requirements at Bridgewater College may seek admission to Duke. While the student may enter the School of Forestry and Environmental Studies with a background in one of several major fields, the student's program of studies must include Biology, Mathematics, Computer Science and Economics. Those interested in this program should confer with the Vice President and Dean for Academic Affairs and the Chair of the Biology Department.

## **For the Student Going on to Graduate School**

Bridgewater students planning careers in research, in the professions, or as college and university professors enter the leading graduate schools in the United States each year to

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pursue work leading to the M.A. or M.S., the Ph.D., or a professional degree. Students interested in pursuing graduate studies should consult with their faculty advisors concerning appropriate preparation and application procedures.

#### **For the Student Going Into Government Service**

Completion of a curriculum leading to the Bachelor's Degree, provided a suitable major and area of concentration have been selected, qualifies a person for various positions in state and federal government. A student interested in government service should confer with the appropriate faculty advisor.

#### **For the Student Going Into Family and Consumer Sciences**

Completion of a curriculum with a major in Family and Consumer Sciences prepares students for entrance into the following careers: retailing and merchandising, demonstration of food and textile products and of household equipment, nutrition and wellness, food service and management and teaching.

#### **For the Student Going Into Law**

Students seeking to pursue a career in law need an education which prepares them to read effectively, to write clearly, and to think analytically. An excellent general education and a concentration in any one of several fields provide the preparation needed. College debate experience and an internship in a law office in the junior or senior year can provide valuable added preparation. Students who are interested in a career in law should confer with the Vice President and Dean for Academic Affairs or Dr. Josefson, the pre-law advisor.

#### **For the Student Going Into Medical Technology**

Bridgewater College offers a bachelor's degree program with a major in Medical Technology in which the student studies three years at Bridgewater and twelve months at an accredited school or department of medical technology. The College currently has agreements with Rockingham Memorial Hospital and Augusta Medical Center.

#### **For the Student Going Into Medicine**

Completion of a curriculum containing a major in biology or psychology is recommended. Because admission to medical school is highly competitive, the student is advised to plan an appropriate curriculum with Dr. Lawson, the pre-medical advisor.

Beginning in the fall of 2002, the Biology Department curriculum will be subdivided into tracks to focus student interest: general; molecular/medical/allied health; and environmental/ecology.

#### **For the Student Going Into the Ministry or Religious Education**

Completion of a curriculum leading to the Bachelor's Degree, provided a suitable major or majors have been selected, qualifies a student adequately for admission to a theological seminary or for teaching religious education.

#### **For the Student Going Into Social Work**

A four-year program with a concentration in sociology leading to the Bachelor's Degree is recommended for those who wish to enter social work following graduation from college as well as for those who wish to pursue a graduate program in preparation for social work. The Sociology Department offers an excellent minor in social work that is usually coupled with a major in either sociology or psychology.

**For the Student Going Into Teaching**

The College offers four-year curricula leading to the Bachelor's Degree and a State-Approved Program of teacher education at the preK-6 and 6-12 levels as well as special education. A student completing this program may be certified to teach in more than twenty states.

**For the Student Going Into Veterinary Science**

A dual degree program is offered in cooperation with the Virginia-Maryland Regional College of Veterinary Medicine at Virginia Polytechnic Institute and State University. A student who completes ninety-one credits and the general education requirements at Bridgewater College may seek admission to this college at V.P.I. The student should take the pre-medical curriculum offered at Bridgewater along with appropriate electives. Those interested in this program should consult with the Vice President and Dean for Academic Affairs and the Chair of the Biology Department.



# COURSES OF INSTRUCTION

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Although there is variation by departments, freshmen courses are generally numbered 100-199; sophomore courses 200-299; and junior and senior courses 300-500. Course numbers and descriptions listed herein apply to the 2001 - 2002 academic year.

Within each course title is a department abbreviation and course number followed by a number and one or more letters. The number designates the number of credits granted for the course, and the letters indicate when the course is offered: F stands for Fall Semester, I for January Interterm and S for Spring Semester. The College reserves the right to alter the schedule of courses as circumstances dictate.

Except for Internships, Independent Studies, Research, Honors Projects, Interdisciplinary Studies and foundational General Education courses, the courses of instruction are organized by departments. Opportunities for qualified students to engage in Internships, Independent Studies, Research, and Honors Projects are available in each department.

## INTERDISCIPLINARY AND INDEPENDENT STUDIES

<b>PDP 150</b>	<b>Personal Development and the Liberal Arts</b>	<b>3 Credits</b>	<b>F</b>
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An introduction to the academic community of Bridgewater College, to the liberal arts, and to the skills of critical thinking. Students begin their personal development portfolios which document the processes of intellectual discovery, wellness, ethical and spiritual growth and citizenship. Special attention will be given to practicing reflection skills and evaluating personal and social choices.

*General Education: Core Skills.*

<b>IDS 201</b>	<b>Foundation of Leadership</b>	<b>3 Credits</b>	<b>I</b>
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Intended to be a foundation for further development of the students' knowledge and skills in leadership. It introduces the student to the skills necessary for practicing competent, ethical leadership, provide a background in the literature in the field, and through assigned class work, provide opportunities for the practice of leadership skills.

<b>IDS 311, 312</b>	<b>Leadership Skills I, II</b>	<b>1 Credit Each</b>	<b>F, S</b>
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This course is designed to provide the students with background information and practice opportunities for skills of leadership such as team building, goal setting, interpersonal communication, decision making, conflict resolution, and the like. Different sets of skills will be developed in Leadership Skills I and Leadership Skills II.

*Prerequisite: Sophomore standing.*

<b>480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
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The internship program provides an opportunity for a student to gain field experience in an area related to the student's concentration or career goals. Supervision of an intern is provided by an appropriate faculty member and by a staff member of the agency or business in which the student is an intern. A student who wishes to engage in an internship must consult with the appropriate faculty member at least eight weeks in advance of the start of the term in which the internship is to be done. A description of the internship, signed by the student and the faculty sponsor, must be filed with the Director of Internships at least 20 days prior to the start of the internship. Approval of each application for an internship is

made by the Director of Internships based upon policies and guidelines as approved by the Council on Education and the faculty. To be considered for an internship, a student must have junior or senior status and at least a 2.00 quality point average. Internships are graded on an S or U basis. A student may enroll in an internship program for three credits per semester, and internship credit may be earned in subsequent semesters subject to the limitations that no more than two internships may be pursued in any one agency or business and a maximum of nine credits in internships may be applied toward graduation.

**490; 491                      Independent Study/Research                      3 Credits                      F, I, S**

Upon approval of the Department and the Vice President and Dean for Academic Affairs, a student with a cumulative quality point average of 2.20 or better may engage in an independent study or research project. One desiring to pursue independent study or research must submit a written description of the proposed work to the chairperson of the appropriate department and to the Vice President and Dean for Academic Affairs at least twenty days prior to the beginning of the semester in which the study is to be conducted. All independent studies and research projects must be approved by the Council on Education prior to the beginning of the semester. At the end of the semester, the supervising professor files with the Registrar a grade for the student and a description of the work accomplished. Credit may be received for not more than three independent studies or research projects.

**500                              Honors Project                              3 Credits                              F, I, S**

An Honors Project is one in which a student researches a subject, by examination of relevant literature or by experimentation or both; the student reports the results in an accurately documented and well-written paper or appropriate representation of the work. Whenever the study deals with the subject of an established course, the student is expected go well beyond the usual work of the course in research and in assimilation of the results as revealed in the report. Juniors and seniors with a cumulative quality point average of 3.20 or above may register for an Honors Project. One desiring to pursue an Honors Project must submit a written description of his or her proposed work to the chairperson of the appropriate department and to the Vice President and Dean for Academic Affairs at least 20 days prior to the beginning of the semester in which the study is to be conducted. All Honors Projects must be approved by the Council on Education prior to the beginning of the semester. At the conclusion of the Honors Project, the supervising professor files with the Registrar a grade for the student and a description of the work accomplished, and with the Library Director a copy of the written paper or appropriate representation of the work. It is the student's responsibility to provide the materials for the library in compliance with specifications approved by the Council on Education. The Library Director arranges for binding and storage.

**Honors Program** - please see page 26.

## ART

The Art Department offers introductory and advanced courses in the theory and practice of the visual arts including traditional fine arts studios in drawing, painting, photography, as well as sculpture, innovative approaches to ceramics, visual design, and printmaking. Expect individual attention and opportunities to work in close collaboration with faculty and other students. Both major and minor courses of study are outlined below. All students, regardless of their major concentration, are welcome in art courses.

Work in studio courses is hands-on. Concepts and skills are mastered by applying them to the actual fabrication of work in the studio. While the critical skills necessary to conceive and evaluate work are developed, experimentation and personal expression are encouraged. Written assignments and research, supporting the practical work in the studio, are required in all art courses. Field trips, visiting artists, and demonstrations are incorporated into classes whenever possible to support an effective end in depth learning.

Art history courses trace and analyze the record of the visual arts from prehistory to the present. The study of art history combines the methodologies of history with the physical and aesthetic qualities of painting, sculpture, and architecture. The study of art history provides a fundamental foundation of ideas and images for art majors. For all students art history is an excellent means of considering history and society from a visual and cultural perspective.

**FOR INFORMATION ON CAREERS IN ART, VISIT THE OFFICE OF CAREER SERVICES  
OR GO TO: <http://www.bridgewater.edu/departments/career/art.htm>**

### **REQUIREMENTS FOR A MAJOR IN ART (Total 45 Semester Hours)**

**FOUNDATION COURSES.** All foundation level courses (a total of twenty-seven semester hours) should be completed by the end of the first semester of the junior year.

ART 115 Introduction to Sculpture	3 Credits	S
ART 120 Introduction to Visual Design	3 Credits	F
ART 130 Introduction to Drawing and Composition	3 Credits	F
ART 135 Introduction to Painting and Color Composition	3 Credits	S
ART 200 Survey of Art History (prehistory to 1400)	3 Credits	F
ART 201 Survey of Art History (1400 to present)	3 Credits	S
ART 301 Modern Art (1840-1940)	3 Credits	F
ART 302 Modern and Postmodern Art (1940-present)	3 Credits	S
ART 330 Advanced Drawing and Painting I	3 Credits	F

**STUDIO ELECTIVES.** Two courses are required for a minimum of six hours of elective studio credits above the foundation level. (Prerequisites for all of the listed courses are ART 120 and 130 or permission of the department. For sculpture courses ART 115 or permission of the department is required).

ART 210 Hand Built Ceramics I	3 Credits	S
ART 211 Wheel Thrown Ceramics I	3 Credits	F



ART 310 Hand Built Ceramics II	3 Credits	S
ART 311 Wheel Thrown Ceramics II	3 Credits	F
ART 315 Kinetic Sculpture	3 Credits	I
ART 316 Metal Sculpture	3 Credits	I
ART 317 Wood Sculpture	3 Credits	F
ART 340 Introduction to Printmaking	3 Credits	S
ART 345 Introduction to Photography	3 Credits	F, S
ART 435 Advanced Painting	3 Credits	S
ART 470 Special Topics	3 Credits	F, S

**SENIOR LEVEL REQUIREMENTS.** A minimum of six hours of Studio Concentration in one area and six hours in the Senior Seminar and Senior Thesis Exhibition are required for graduation. (Prerequisites are second semester junior status or permission of the department.)

ART 450, 451	Three-Dimensional Concentration Studio	3 Credits	F, S
or			
ART 455, 456	Two-Dimensional Concentration Studio	3 Credits	F, S
ART 460	Senior Seminar	3 Credits	F
ART 461	Senior Thesis Exhibition	3 Credits	S

**ART HISTORY ELECTIVES.** A minimum of one course is recommended, especially for any student considering graduate study in the visual arts.

#### **REQUIREMENTS FOR A MINOR IN ART (Total 24 Semester Hours)**

Choose one of the following tracks:

##### **Studio Emphasis:**

ART 120	Introduction to Visual Design	3 Credits	F
	or		
ART 130	Introduction to Drawing and Composition	3 Credits	F
ART 115	Introduction to Sculpture	3 Credits	S
	or		
ART 210	Hand Built Ceramics I	3 Credits	S
ART 135	Introduction to Painting and Color Composition	3 Credits	S
	or		
ART 330	Advanced Drawing and Painting I	3 Credits	F
ART 450	Three-Dimensional Concentration Studio	3 Credits	F, S
	or		
ART 455	Two-Dimensional Concentration Studio	3 Credits	F, S
	Studio Elective	3 Credits	
ART 200	Survey of Art History (Prehistory to 1400)	3 Credits	F
ART 201	Survey of Art History (1400 to the Present)	3 Credits	S
ART 461	Senior Thesis Exhibition	3 Credits	S

##### **Art History and Criticism Emphasis:**

ART 120	Introduction to Visual Design	3 Credits	F
	or		

ART 130 Introduction to Drawing and Composition	3 Credits	F
ART 115 Introduction to Sculpture	3 Credits	S
or		
ART 210 Hand Built Ceramics I	3 Credits	S
ART 200 Survey of Art History (Prehistory to 1400)	3 Credits	F
ART 201 Survey of Art History (1400 to the Present)	3 Credits	S
ART 301 Modern Art (1840-1940)	3 Credits	F
ART 302 Modern and Postmodern Art (1940-Present)	3 Credits	S
Art history or criticism elective	3 Credits	
ART 460 Senior Seminar	3 Credits	F

<b>ART 115</b>	<b>Introduction to Sculpture</b>	<b>3 Credits</b>	<b>S</b>
	(Replaces ART 321, 322)		

A basic course exploring the processes of making 3-D forms, exploring is on the qualities of various materials including wood, clay, plaster, and metals and the development of visual ideas in 3-D. This course is required for majors and minors. It is also an excellent choice for students who enjoy hands-on work with tools and materials, as it makes connections between this kind of manual work and critical thinking and visual communication skills.

<b>ART 120</b>	<b>Introduction to Visual Design</b>	<b>3 Credits</b>	<b>F</b>
	(Replaces ART 111, 112)		

A project oriented course that explores the principles and elements of 2-D and 3-D design as they are used in both fine and applied art fields. Emphasis is on visual problem solving and making connections between aesthetic principles and practical applications in everyday life. This course is a foundation requirement for all majors and minors and is strongly recommended for all students interested in the visual arts or in other fields that rely upon visual communication, such as domestic and industrial design, advertising, publishing, television production, and computer graphics.

<b>ART 130</b>	<b>Introduction to Drawing and Composition</b>	<b>3 Credits</b>	<b>F</b>
	(Replaces ART 211)		

An exploration of the skills and concepts of representational drawing and of the use of these elements in effective and expressive compositions. This is a course required for art majors and minors and is highly recommended for all students with interests in the visual arts or in the enhancement of visual awareness, particularly for those studying fields such as biology and archeology which utilize drawings as documentation and architecture, graphic design, and film production which rely on drawing to generate visual ideas.

<b>ART 135</b>	<b>Introduction to Painting and Color Composition</b>	<b>3 Credits</b>	<b>S</b>
	(Replaces ART 311, 312)		

An introduction to the materials and techniques of painting and the concepts of color theory. This course is a requirement for art majors and is highly recommended for all other students with an interest in the visual arts. For students who are not art majors some experience in drawing, painting, or photography is recommended but not required.

<b>ART 200</b>	<b>Survey of Art History</b>	<b>3 Credits</b>	<b>F</b>
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**(Prehistory to 1400)**  
**(Replaces ART 231)**

An overview of the history of art from the mysterious cave paintings and carvings of the Paleolithic to the towering structures of Gothic cathedrals. This course is a requirement for art majors and minors and is very highly recommended to other students as a visual approach to the study of history and society.

*General Education: Development of Western Culture, Ancient/ Medieval, and Fine Arts.*

<b>ART 201</b>	<b>Survey of Art History (1400 to the present)</b> (Replaces ART 232)	<b>3 Credits</b>	<b>S</b>
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An overview of the history of art from the Renaissance to the present. This course is a requirement for art majors and minors and is very highly recommended for other students as a visual approach to the study of history and society.

*General Education: Development of Western Culture, Renaissance/Early Modern or Contemporary and Fine Arts.*

<b>ART 205</b>	<b>Introduction to the Visual Arts</b> (Replaces ART 245)	<b>3 Credits</b>	<b>I</b>
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A critical introduction to painting, sculpture, and architecture, designed to enhance understanding and appreciation of the visual arts. Class presentations and discussions are supported by trips to museums and galleries.

*General Education: Development of Western Culture and Fine Arts.*

<b>ART 210</b>	<b>Hand Built Ceramics I</b> (Replaces ART 350)	<b>3 Credits</b>	<b>S</b>
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An introduction to clay as a creative material for making both functional and sculptural 3-D forms using various techniques including coils, slabs, and press molds. Emphasis will be placed on surface exploration, firing techniques, and on evaluating the aesthetic qualities of hand built forms. This course is an elective for art majors and is highly recommended for all other students as an excellent introduction to studio work.

<b>ART 211</b>	<b>Wheel Thrown Ceramics I</b> (Replaces ART 351)	<b>3 Credits</b>	<b>S</b>
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An introduction to the potter's wheel as a tool in the production of both functional and sculptural clay forms. In addition to turning forms on the wheel, students will learn glazing and firing techniques. This course is an elective for art majors. It is highly recommended for other students as an excellent introduction to studio work.

*Prerequisite for art majors: ART 120.*

<b>ART 301</b>	<b>Modern Art (1840-1940)</b>	<b>3 Credits</b>	<b>F</b>
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An examination of the art of the second half of the nineteenth century and the first half of the twentieth century with emphasis on the development of the new and innovative styles labeled modern and the theories of art called modernism.

*General Education: Fine Arts.*

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|----------------|---|------------------|----------|
| <b>ART 302</b> | <b>Modern and Postmodern Art<br/>(1940 - Present)</b> | <b>3 Credits</b> | <b>S</b> |
|----------------|---|------------------|----------|
- An examination of the visual arts in the late twentieth and early twenty-first centuries with emphasis on the transition from high Greenbergian modernism to a new sensibility in art and culture labeled postmodernism.
- General Education: Fine Arts*
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| <b>ART 304</b> | <b>Art and Culture of the Italian<br/>Renaissance</b> | <b>3 Credits</b> | <b>F</b> |
|----------------|---|------------------|----------|
- A study of painting, sculpture, and architecture in Italy from 1300 to 1600. Tracing the development of Renaissance styles and sensibilities from late Gothic to Mannerism, the course considers Renaissance art in contexts of studio practice, place, purpose, and societal conventions -- who made it, how it was made, where it was made, for whom it was made, how it was used, and how it was understood.
- Prerequisite: Art 201 or History 102 or English 205*  
*General Education: Development of Western Culture, Renaissance and Early Modern.*
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|----------------|---|------------------|----------|
| <b>ART 305</b> | <b>Museums and Galleries<br/>(Replaces ART 331)</b> | <b>3 Credits</b> | <b>I</b> |
|----------------|---|------------------|----------|
- A critical consideration of how the fine arts are supported and presented in museum and gallery settings. The history of the modern museum and gallery system will be explored. Students will be challenged to develop strategies for using these modern institutions for enlightenment and pleasure. Trips to museums and galleries are included.
- General Education: Development of Western Culture, Contemporary and Fine Arts.*
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|----------------|-----------------------------|------------------|----------|
| <b>ART 307</b> | <b>Visual Arts of Spain</b> | <b>3 Credits</b> | <b>I</b> |
|----------------|-----------------------------|------------------|----------|
- An introduction to the visual arts of Spain. Emphasis is on both historical and contemporary works of art and architecture, taking into consideration who and what influenced them. Students will also have a firsthand experience of the Spanish lifestyle through its food, music, market, historical landmarks, and varied landscapes. Visits will be to museums, artist's homes, castles and cathedrals.
- General Education: Fine Arts, any period.*
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|----------------|-------------------------------|------------------|----------|
| <b>ART 310</b> | <b>Hand Built Ceramics II</b> | <b>3 Credits</b> | <b>S</b> |
|----------------|-------------------------------|------------------|----------|
- A continuation of Art 210, investigating traditional uses of hand building techniques, as well as exploring personal experimentation and expression. Emphasis is on the production of a series of forms which are variations on a central theme, along with instruction in advanced materials and firing techniques.
- Prerequisite: ART 210 or permission of the department.*
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|----------------|---------------------------------|------------------|----------|
| <b>ART 311</b> | <b>Wheel Thrown Ceramics II</b> | <b>3 Credits</b> | <b>S</b> |
|----------------|---------------------------------|------------------|----------|
- A continuation of Art 211, building more advanced forms including multiples, large-scale pieces, and sculptural forms. Emphasis is on personal experimentation and expression through aesthetic forms and advanced instruction in materials and surface techniques.
- Prerequisite: ART 211 or permission of the department.*

<b>ART 315</b>	<b>Kinetic Sculpture</b> (Replaces Art 215)	<b>3 Credits</b>	<b>I</b>
An introductory hands-on course in making works of art that move. Projects include flip books, mobiles, and sculpture propelled by motors, wind, and water. An elective for art majors, this course is a wonderful introduction to the skills, concepts, and imaginative aspects of making visual art.			
<i>Prerequisite for majors: ART 120 or permission of the department.</i>			
<b>ART 316</b>	<b>Metal Sculpture</b> (Replaces ART 216)	<b>3 Credits</b>	<b>I</b>
An intermediate level course sculpture course utilizing a variety of metals in both traditional and contemporary fabrication methods to produce sculpture. Emphasis is on problem solving, design elements, and personal expression.			
<i>Prerequisite: ART 115 or permission of the department.</i>			
<b>ART 317</b>	<b>Wood Sculpture</b> (Replaces Art 217)	<b>3 Credits</b>	<b>F</b>
An intermediate course utilizing both contemporary and traditional fabrication methods in various woods to produce sculptural forms. Emphasis on problem solving, design elements, and personal expression.			
<i>Prerequisite: ART 115 or permission of the department.</i>			
<b>ART 330</b>	<b>Advanced Drawing and Painting I</b> (Replaces ART 230)	<b>3 Credits</b>	<b>F</b>
A continuation of Art 130 with emphasis on developing expressive and stylistic points of view and discovering new combinations of drawing media.			
<i>Prerequisite: ART 130.</i>			
<b>ART 340</b>	<b>Introduction to Printmaking</b> (Replaces ART 240)	<b>3 Credits</b>	<b>S</b>
An introduction to the processes and materials of basic relief printmaking, including lino cuts, wood blocks, collograths and monoprints. This course is an elective for art majors and is very highly recommended for anyone interested in the visual arts but unsure of their drawing skills, as the emphasis is on the techniques of designing and printing multiple images.			
<i>Prerequisite for art majors: ART 120 or permission of the department.</i>			
<b>ART 345</b>	<b>Introduction to Photography</b> (Replaces ART 213)	<b>3 Credits</b>	<b>S</b>
An introduction to 35mm camera techniques, black and white films, printing papers, and photo chemical processes. The compositional concepts of previsualization and image selection will be explored. This course is an elective for art majors. It is highly recommended for students in any field where photographic expression or documentation is a factor.			
<i>Prerequisite: ART 120 or permission of the department.</i>			
<b>ART 435</b>	<b>Advanced Drawing and Painting II</b> (Replaces ART 335)	<b>3 Credits</b>	<b>S</b>
A continuation of ART 330. Advanced work in various painting media.			
<i>Prerequisite: ART 135 or permission of the department.</i>			



**ART 450, 451     Three-Dimensional Concentration                      3 Credits each                      F, S**  
 Advanced independent studio work under the direction of a specific faculty member with weekly group critiques and instruction as necessary.

*Prerequisite: Senior standing or permission of the department.*

**ART 455, 456     Two-Dimensional Concentration                      3 Credits each                      F, S**  
 Advanced independent studio work under the direction of a specific faculty member with weekly group critiques and instruction as necessary.

*Prerequisite: Senior standing or permission of the department.*

**ART 460                      Senior Seminar    3 Credits    F**  
 A reading, looking, thinking, writing, and discussion course dealing with the core concepts and themes of the practice and study of the visual arts. This is a capstone course for study in the Art Department, pulling together topics from studio and art history courses and applying these ideas and practical skills to the work senior level students are producing or planning. This course along with ART 461 is the capstone learning experience for art majors.

*Prerequisite: Senior standing or permission of the professor.*

**ART 461                      Senior Thesis Exhibition    3 Credits    S**  
 A senior level course in which students produce, mount, document, and evaluate their Senior Thesis Exhibitions, which will be comprised of work made specifically for this individually designed show. At the end of the semester of work each student will assess their accomplishments in a formal critique at which each must defend his/her work and Senior Thesis Statement before a panel of faculty and students. The course will also deal with important topics relating to the business and common sense practice of how to continue making art after college. This course along with ART 460 is the capstone learning experience for art majors.

**ART 470                      Special Topics    3 Credits    F, S**  
 Independent studio work as defined in a formal contract between the student and an art faculty member. The contract will set specific goals and parameters including the amount and kind of production required and dates for work sessions and critiques. Semester grades will be determined by a final critique with the entire department faculty. Permission of the department and a contract satisfactory to both the student and the supervising faculty member are required.

*Prerequisite: Permission of department.*

**ART 480                      Internship    3 Credits    F, I, S**

**ART 490                      Independent Study    3 Credits    F, I, S**

**ART 491                      Research    3 Credits    F, I, S**

**ART 500                      Honors Project    3 Credits    F, I, S**

## **BIOLOGY**

This department is one of Bridgewater's largest, with six full-time faculty and nearly 200 majors. The Biology Department offers introductory and advanced courses that prepare majors either for immediate employment, or to enter high-level studies at graduate or professional schools. The department also serves a service function in that all Bridgewater students must take at least one biology course; most take two or three.

The Biology Department offers **pre-professional** programs in the areas of Medicine, Dentistry, Physical Therapy and Veterinary Science. These programs prepare interested students for graduate work in selected areas. The department also offers **dual degree** programs in Forestry (with Duke University) and Veterinary Science (with Virginia Tech). Students should contact Dr. Lawson for more details.

Rapidly expanding knowledge in cell biology, molecular genetics, and ecology assures bright futures for well-prepared biologists. With a baccalaureate degree, recent graduates have become life science teachers, laboratory technicians in industry, allied health, and government, environmental and conservation professionals, health officers, case workers, naturalists, pharmaceutical salespersons, and other varied occupations. With graduate or professional degrees, Bridgewater alumni are successful physicians, research scientists, veterinarians, environmental lawyers, dentists, physical therapists, genetic counselors, forestry and wildlife specialists, and other varied professions.

A major in Biology consists of a minimum of 32 credits of course work within the department including 207, 208, 309, 311, 325, 350 and 430. Supporting courses for the major are CHEM 161, 162, and MATH 120 and 130, although majors preparing for certain career options, such as teaching or for specialized studies, will require additional biology electives or organic chemistry and/or physics in order to qualify for entry.

A major in Medical Technology requires a student to complete three years of study at Bridgewater College and a twelve-month program in a school or department of medical technology. In the three-year curriculum at Bridgewater College, the student must earn a minimum of 91 credits with a minimum cumulative quality point average of 2.00, fulfill the general education requirements of the College, and earn a minimum average of 2.00 in the following courses: BIOL 207, 208, 314, 325, 400, and 410; CHEM 161, 162, 305, 306; and MATH 120 and 130. In the fourth year of the program, the student must complete the prescribed program in a school of medical technology which is accredited by the National Accrediting Agency for Clinical Sciences, and earn at least the equivalent of 32 semester credits with a 2.00 quality point average.

The department, which occupies all of the first floor of McKinney Center for Natural Sciences and Mathematics, contains five major teaching laboratories (a sixth is planned for 2002), six mini-labs for faculty and student research, along with offices and classrooms. Computer support is excellent. Facilities are new and well-designed, and were built with an eye toward provision for student research.

The department has become large enough to diversify its offerings, and is in the process of splitting its biology major into three tracks allowing greater specialization, fewer common core courses, more science electives, and much greater opportunity for student research. Tracks will include Molecular-Medical Biology, Ecology-Environmental Science, and General Biology. The change will benefit all majors, whether becoming better prepared for immediate employment, or becoming stronger and more competitive applicants for graduate and professional schools. More detail about proposed curriculum changes will be available in fall, 2002.

The department has pursued development of articulation programs. Existing programs include Medical Technology with Rockingham Memorial Hospital and Augusta Medical

Center, Veterinary Medicine with Virginia Tech, Physical Therapy with Shenandoah University, and Forestry with Duke University. The department also articulates for mentored internships with numerous local and regional government agencies, clinics, industries, and research labs. Recently, biology majors have interned with The Virginia Commission of Game and Inland Fisheries, The Wildlife Center of Virginia, Virginia DEQ, local hospitals, industries, and veterinary clinics.

A minor in Biology consists of BIOL 207, 208, 309, 325 and 350. Supporting courses for the minor are CHEM 161, 162 and MATH 120, 130.

**FOR INFORMATION ON CAREERS IN BIOLOGY, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: <http://www.bridgewater.edu/departments/career/bioL.htm>**

**BIOL 100      The Nature of the Biological World      4 Credits      F, S**  
Basic life processes, the organization of life, and of life at the subcellular, cellular, organismal, and community levels. A course designed for the non-science major. Three lectures and one laboratory per week.

*General Education: Natural Science.*

**BIOL 205      The Biology of Horses      3 Credits      I**  
An introduction to morphology, physiology, genetics, and reproductive biology, using the horse as the object of study. Elements of applied animal behavior, breed variations, nutrition, disease pathology, and livestock management will be illustrated during the field trips, which will include visits to the Maryland-Virginia Regional College of Veterinary Medicine, the Virginia Equine Research Center, the Eastern Regional Veterinary Pathology Laboratory, and selected horse breeding farms in central and western Virginia.

**BIOL 207      Organisms I      4 Credits      F, S**  
(BIOL 207 and 208 replace BIOL 201, 202 and 203)

A survey of the biodiversity of the Monera, Fungi and Plant Kingdoms, as well as an introduction to cellular biology: structure, function, chemistry, DNA, genetics and metabolism. Three lectures and one laboratory per week.

*General Education: Natural Science.*

**BIOL 208      Organisms II      4 Credits      F, S**  
(BIOL 207 and 208 replace BIOL 201, 202 and 203)

A survey of the biodiversity of the Protist and Animal Kingdoms, as well as an introduction to ecology and evolution. Three lectures and one laboratory per week.

*Prerequisite: BIOL 207 or permission of the instructor.*

**BIOL 216      Human Genetics      3 Credits      I**  
Application of genetics to the human population including familial genetics, cytogenetics, population genetics, medical genetics, genetic counseling, and pedigree analysis.

*Prerequisite: BIOL 100.*

**BIOL 217      Introduction to Forestry      3 Credits      I**  
**and Wildlife Management**

Principles and practices involved in managing timberlands and wildlife populations. Site visits help provide an orientation to conservation careers.

*Prerequisite: BIOL 100 or permission of the instructor.*

**BIOL 220 Wildlife of Virginia 3 Credits I**  
 Biology, systematics, and natural history of wildlife species native to the Central Appalachians. Emphasis on birds and mammals having historical, economic, aesthetic, and/or recreational value.

*Prerequisite: BIOL 100 or permission of the instructor.*

**BIOL 230 Environmental Science: Sustaining the Earth 3 Credits I**

Basic concepts of environmental science including human impact on the natural world and potential solutions to the major environmental challenges facing individuals and societies.

*Prerequisite: High school or college chemistry or consent of instructor.*

**BIOL 302 Socioecology in Zambia 3 Credits I**  
 (Cross-listed as SOC 302)

This course will explore the rich ecological diversity of the Luangwa Valley of Eastern Zambia and its interplay with the lives of the indigenous Kunda and Bisa peoples who have historically lived there. The course will examine the issues, problems and perceived benefits involved in reconciling wildlife conservation, ecotourism and other sources of social change with the wellbeing of the indigenous peoples living around the Southern Luangwa National Park. The class will visit this park, host to an extraordinary diversity of African wildlife including such species as elephants, wildebeest, buffalo, hippos, impala, guinea fowls, leopards and lions.

*General Education: World Cultures or Global Diversity.*

**BIOL 305 Introduction to Human Anatomy 3 Credits F**  
 Introduction to the structure and function of the human body, emphasizing the skeletal, muscular, circulatory, nervous, and digestive systems. Lecture focuses on topics of physiology/function, histology, and development and their relation to anatomical structure, while the lab focuses on descriptive anatomy. Two lectures and one laboratory per week.

*Prerequisite: BIOL 100 or 208.*

**BIOL 306 Human Reproduction and Development 3 Credits S**  
 Biology of reproduction in the human including aspects of anatomy, physiology, endocrinology, and behavior as they relate to puberty, sexuality, fertilization, embryonic and fetal development, and parturition. The side issues of birth control, sexually transmitted disease, abortion, and menopause will be examined as social and biological issues. Students may not receive credit in both BIOL 306 and BIOL 415.

**BIOL 309 Genetics 4 Credits F**  
 (Replaces BIOL 341)

A balanced approach (classical and molecular) to the study of all aspects of heredity. Three lectures and one laboratory per week.

*Prerequisite: BIOL 207 or 208.*

**BIOL 310 Histology 3 Credits I**  
 A systematic treatment of the microscopic structure of tissues and organs surveying the major organ systems of the body with a focus on cellular anatomy and physiology.

*Prerequisite: BIOL 208; BIOL 305 is recommended.*

- BIOL 311      General Physiology      3 Credits      F**  
 An introduction to the basic physical and chemical functions necessary for animal life. Topics covered include basic physiological functions (membrane physiology, enzyme function, action potential generation/propagation, muscle contraction) and complex physiological activities (osmoregulation and water balance, thermoregulation, metabolism, neurophysiology, neural and endocrine control of organ systems and behavior) in both invertebrate and vertebrate animals. Three lectures per week.  
*Prerequisite: BIOL 208.*
- BIOL 314      Human Physiology      4 Credits      S**  
 Introduction to the physiology of the human body including physiology of enzymes and membranes, tissue physiology (nervous, muscular, bone), and a detailed survey of the physiology of the major organ systems. Three lectures and one laboratory per week.  
*Prerequisite: BIOL 208; BIOL 305 is recommended.*
- BIOL 316      Ornithology: The Biology of Birds      4 Credits      S**  
 Explores the anatomy, physiology, ecology and behaviors that have produced an extraordinary biodiversity of bird species. The major groups of modern birds will be introduced, and their origin and ecology will be examined. Students will learn to recognize local species in the field and examine them in the lab using the ornithology collections. This course is suitable for both biology majors and nonmajors.  
*Prerequisite: Biology 100 or 208.*
- BIOL 318      Biology of the Insects      4 Credits      F**  
 Introduction to entomology, emphasizing the biology of insects along with their positive and negative interactions with humans. Field and laboratory studies stress insect systematics, life cycles, natural history, adaptive physiology, and parasitic relationships. Three lectures and one laboratory per week.  
*Prerequisite: BIOL 208 or permission of instructor.*
- BIOL 325      Molecular Biology of the Cell      4 Credits      S**  
 The molecular basis of cell structure and function. Topics include: the chemistry, architecture, and analysis of macromolecules, overview of thermodynamics and metabolism, enzymology, genetic processes and controls, recombinant DNA technology, and cell signaling mechanisms. Three lectures and one laboratory per week.  
*Prerequisite: BIOL 207 or 208 or permission of the instructor.*
- BIOL 350      Ecology      4 Credits      F**  
 An analysis of the distribution and abundance of organisms, population growth and regulation, species interactions, as well as community and ecosystem processes. Three lectures and one laboratory per week.  
*Prerequisite: BIOL 207 and 208 or permission of the instructor.*
- BIOL 352      Ecology of the African Savanna      3 Credits      I**  
 An introduction to ecological processes. The African Savanna ecosystem is used as a model of a well integrated ecological community structured by biotic interactions such as competition and predator prey relationships. Other topics include physical geography, seasonality, primary production, trophic structure (food chain), and the evolution of community structure. Fourteen days are spent off-campus to travel to Kenya, spending about 10 days on the African Savanna observing wildlife in their natural habitat: wildebeest, zebra, gazelles, elephants, and lions.



- BIOL 353 Tropical Ecology in Costa Rica 3 Credits I**  
Introduction to the principles of ecology as they operate in the new world tropics. Sites in Costa Rica include dry forest, montane, cloud forest, and low land rain forests.
- BIOL 380 Biology of the Volcanic-Coral Islands 3 Credits I**  
The history, flora, and fauna of Bermuda and its surrounding waters. The first week is spent on the Bridgewater campus where instruction on island communities is given, and students are introduced to snorkeling. The last two weeks are spent in residence at the Bermuda Biological Station for research, St. George's, Bermuda. During this interval students become conversant in the natural history of the islands and with pertinent research now taking place in marine biology. Lectures are given by staff members of the station and by government officials.
- BIOL 400 Microbiology 4 Credits F**  
An introductory survey of microbiology with an emphasis on bacteriology. The lecture component covers the structure, nutrition, metabolism, and genetics of microbes, medical microbiology, microbial ecology, and industrial microbiology. The laboratory component includes microscopy, culture techniques, media, staining, identification of unknown bacteria, and fieldstrips to local industries. Two lectures and two laboratories per week.  
*Prerequisite: BIOL 207 or permission of instructor.*
- BIOL 408 Advanced Biotechnology 3 Credits I**  
A laboratory course for students going on to graduate school, professional schools, or industry. Students plan and carry out a research project employing one or more of the following techniques: electrophoresis, nucleic acid hybridization, restriction mapping, cloning, polymerase chain reaction, DNA sequencing, spectrophotometric assays, and the purification and analysis of proteins.  
*Prerequisites: BIOL 309 and 325.*
- BIOL 410 Immunology 4 Credits S**  
Development of immune responses through humoral and cell-mediated mechanisms transplantation and tumor immunology, hypersensitivity reactions, autoimmunity, and serology. Three lectures and one laboratory per week.  
*Prerequisite: BIOL 325 or permission of the instructor.*
- BIOL 412 Comparative Vertebrate Anatomy 4 Credits S**  
Comparative study of the major organ systems of vertebrate animals. Lecture examines topics such as the origin and adaptive evolution of vertebrate anatomy and the systematic relationships between vertebrate groups. The lab provides a detailed examination of vertebrate anatomy. Two lectures and two labs per week.  
*Prerequisite: BIOL 208.*
- BIOL 415 Biology of Reproduction and Development 4 Credits S**  
The developmental process from gametogenesis and fertilization through the fetal stages and parturition. Principles of embryology, stressing biochemical, physiological, and genetic influences on differentiation of cells and tissues. Laboratories include descriptive study and experimental manipulation of invertebrate and vertebrate embryos.  
*Prerequisites: BIOL 208 and 314; Co-requisite: BIOL 309.*

<b>BIOL 420</b>	<b>The Spring Flora</b>	<b>4 Credits</b>	<b>S</b>
Principles of botanical systematics with an intensive study of the spring flora of the Shenandoah Valley and neighboring areas. Extensive field work is included. Three lectures and one laboratory per week.			
<i>Prerequisite: BIOL 100.</i>			
<b>BIOL 425</b>	<b>The Summer Flora</b>	<b>4 Credits</b>	<b>S</b>
A survey of vascular flora of the Shenandoah Valley and the adjoining mountain ranges.			
<i>Prerequisite: BIOL 100.</i>			
<b>BIOL 430</b>	<b>Evolution</b>	<b>3 Credits</b>	<b>S</b>
Organic evolution: its historical development, as well as the processes of variation, natural selection, and speciation and the origin of life. Three lectures per week.			
<i>Prerequisite: Biology 309.</i>			
<b>BIOL 460</b>	<b>Special Topics</b>	<b>3 Credits</b>	<b>F, I, S</b>
Studies from the areas of physiology, genetics, ecology, plant systematics, plant anatomy or plant physiology, and invertebrate zoology or entomology.			
<i>Prerequisite: Permission of the department.</i>			
<i>Offered on demand.</i>			
<b>BIOL 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>BIOL 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>BIOL 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>BIOL 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## CHEMISTRY

The Chemistry Department strives to provide a solid foundation in the basic areas of chemistry (analytical, organic, inorganic, physical, and biochemical) for a student preparing for a graduate school, a laboratory career, or a professional school. The program introduces students to each area in both the class and the laboratory. Advanced work is also available. The hub of our department, the junior research techniques lab, is designed to provide a laboratory experience with each professor of the department and to prepare the student for a senior research project.

The Chemistry Department offers a **pre-professional** program in Pharmacy. This program is designed for students who may be interested in attending Pharmacy school after graduation. Interested students should contact the Chemistry Department Chair.

A major in Chemistry consists of Chemistry 161, 162, 305, 306, 308, 341, 342, 351, 352, 440, 451, 452, and three additional hours at the 400 level. Supporting courses for the major are Physics 221, 222 and Mathematics 131, 132. Biology 207 and 208 are strongly recommended. Students wishing to pursue further study in Chemistry are encouraged to take additional courses in Biology, Physics, Mathematics, Computer Science, and Foreign Language (preferably German or French).

A major in Physical Science consists of Chemistry 161, 162; Mathematics 131, 132, 231, 232; Physics 210, 221, 222, 340, 460; and five additional courses numbered 300 or above chosen from among the Departments of Chemistry and Physics. This major is designed primarily for pre-engineering students and cannot be taken as a dual major with a major in chemistry or a major in physics.

A minor in Chemistry consists of Chemistry 161, 162, 305, 306, 308, 351 and six (6) credits in Chemistry numbered 340 and above; Physics 221, 222; Mathematics 131, 132.

The Department of Chemistry offers three courses that satisfy Bridgewater College's general education requirement for Physical Science. Chemistry 102, Earth and its Physical Resources, is for the student majoring in a non-science area. Chemistry 125, Fundamentals of Inorganic Chemistry, is for the health science and nutrition majors. Chemistry 161, General Chemistry, is for the science majors. Majors in any non-science department can take and can benefit from Chemistry 125 or 161.

Math 110 is a prerequisite or co-requisite for any courses numbered 120 or above. Math 132 is a prerequisite for any course numbered 330 or above (except Biochemistry).

**FOR INFORMATION ON CAREERS IN CHEMISTRY VISIT THE OFFICE OF CAREER SERVICES OR GO TO: <http://www.bridgewater.edu/departments/career/chem.htm>**

**CHEM 102      The Earth and its Physical Resources      4 Credits      S**  
History of the earth's changes and its present structure, the availability of resources for human's uses, and the effects of pollution. Four hours of lecture and one laboratory per week.

*General Education: Natural Science.*

**CHEM 112      Science and Pseudoscience      3 Credits      I**  
Examination of rational and skeptical thinking as applied to scientific and pseudoscientific phenomena. Explorations of such topics as unidentified flying objects, the Bermuda Triangle, and "Chariots of the Gods" are given, via lectures by the instructor and individual student presentations.

**CHEM 120      Fundamentals of Environmental Chemistry      3 Credits      I**  
This course offers an introduction to the chemical basis of environmental issues. Water, atmospheric, and soil chemistry will be addressed. Topics covered will include water pollution, acid rain, the ozone layer, the greenhouse effect, and the pollution of heavy metals and pesticides. The course will consist of lectures, field trips, and a laboratory.

**CHEM 125      Fundamentals of Inorganic Chemistry      4 Credits      F**  
(Replaces CHEM 103)

Basic principles of structure, composition, and reactions of matter. This course is designed to be a survey course for health science majors and counts toward the natural environment requirement for graduation. This course does not satisfy requirements for majors in Biology or Chemistry. Credit may not be received for both Chemistry 125 and 161. Three hours of lecture and one two-hour laboratory per week.

*General Education: Natural Science.*

**CHEM 161, 162      General Chemistry      4 Credits each      F, S**  
(Replaces CHEM 141, 142, 143)

Principles of chemistry including stoichiometry, states of matter, atomic and molecular structure, chemical bonding, periodicity, energy relationships and equilibria, acid-base chemistry, electrochemistry, kinetics, solubility, thermodynamics, kinetic molecular theory of gases, and the systematic study of families of elements. Credit may not be received for both Chemistry 125 and 161. Chemistry 161 or permission of the instructor is required for Chemistry 162. Three hours of lecture and one four-hour laboratory per week.

*General Education: Natural Science.*

**CHEM 200      Fundamentals of Organic and Biochemistry      4 Credits      S**

Basic concepts of organic chemistry and biochemistry, including nomenclature, structure, and reactivity. Three hours of lecture and one three-hour laboratory per week. Credit may not be received for both Chemistry 200 and 305. Prerequisite Chemistry 125 or 162.

*Alternate years; offered 2003 - 2004.*

**CHEM 305, 306      Organic Chemistry      4 Credits each      F, S**  
(Replaces CHEM 201, 202, 203)

Structure, nomenclature, reaction mechanisms, synthesis, and identification of organic molecules. Credit may not be received for both Chemistry 200 and 305.

*Prerequisite: CHEM 162 or permission of the instructor is required for CHEM 305. CHEM 305 is required for CHEM 306. Three hours of lecture and one four-hour laboratory per week.*

**CHEM 308      Organic Spectroscopy      1 Credit      S**

The study of and interpretation of spectra as applied to organic chemistry. Infrared spectroscopy, proton and carbon nuclear magnetic resonance, ultraviolet spectroscopy, and mass spectrometry.

*Co-requisite: CHEM 306. One hour of lecture and laboratory per week.*

- CHEM 341,342 Physical Chemistry I, II** **3 Credits each** **F, S**  
 (Replaces CHEM 301, 302)  
 Physical states of chemical systems and transitions between those states: their thermodynamics (including equilibria), reaction rates, electro- and photochemistry, and solution phenomena. Three hours of lecture per week.  
*Prerequisites: For CHEM 341, CHEM 306 or permission of the instructor, and PHYS 222.*  
*Prerequisite: For CHEM 342, CHEM 341.*
- CHEM 351,352 Chemical Techniques I, II** **2 Credits each** **F, S**  
 (Replaces CHEM 311, 312, 313)  
 Chemical literature and basic methods used in compound identification and purification. Each student will complete at least one multi-week project with each faculty member of the department. One hour of lecture and a minimum of seven hours of laboratory per week.  
*Prerequisite: CHEM 308; CHEM 351 is required for CHEM 352.*
- CHEM 405 Biochemistry** **3 Credits** **F**  
 Chemistry and metabolism of carbohydrates, proteins, lipids, nucleic acids, enzymes, vitamins, and minerals. Three hours of lecture per week.  
*Prerequisites: CHEM 306 and BIOL 325.*
- CHEM 430 Advanced Organic Chemistry** **3 Credits** **S**  
 Molecular orbital theory, reaction kinetics, and organic name reactions. Three hours of lecture per week.  
*Prerequisite: CHEM 306.*  
*Alternate years; offered 2002-2003.*
- CHEM 440 Advanced Inorganic Chemistry** **3 Credits** **S**  
 Physical properties, electronic structure, and reactivity of transition metal compounds. Three hours of lecture per week.  
*Prerequisite: CHEM 306.*  
*Alternate years; offered 2003 - 2004.*
- CHEM 441 Quantitative Analysis** **4 Credits** **F, S**  
 Theories and practice of analytical separations and determinations. The laboratory work involves gravimetric, volumetric, and elementary instrumental analyses. Two hours of lecture and six hours of laboratory per week.  
*Prerequisite: CHEM 308.*  
*Offered on demand.*
- CHEM 443 Advanced Physical Chemistry** **3 Credits** **F**  
 (Replaces CHEM 303)  
 Atomic structure and chemical bonding, based on applications of Schroedinger's Equation to structures of chemical interest. Three hours of lecture per week.  
*Prerequisites: CHEM 342 or permission of the instructor.*  
*Alternate years; offered 2002-2003.*



<b>CHEM 445</b>	<b>Instrumental Analysis</b>	<b>3 Credits</b>	<b>S</b>
Survey of classes of instruments which are used in analysis of chemical systems. In particular, spectroscopy, chromatography, and electrochemistry will be studied.			
<i>Prerequisite: CHEM 305.</i>			
<i>Alternate years; offered 2002-2003.</i>			
<b>CHEM 450</b>	<b>Special Topics</b>		<b>F, S</b>
Devoted to a subject taken from a field of chemistry not otherwise covered in the curriculum. If a different topic is offered, the course may be repeated for credit.			
<i>Prerequisite: Permission of instructor.</i>			
<b>CHEM 451, 452</b>	<b>Advanced Chemical Techniques I, II</b>	<b>2 Credits each</b>	<b>F, S</b>
(Replaces CHEM 411, 412, 413)			
Continuation of Chemistry 351, 352. Instrumental analysis including spectroscopy, spectrometry, chromatography, and electrochemistry. One hour of lecture and a minimum of seven hours of laboratory per week.			
<i>Prerequisite: CHEM 352. CHEM 451 is required for CHEM 452.</i>			
<b>CHEM 461</b>	<b>Independent Laboratory Research</b>	<b>1 Credit</b>	
A open-ended laboratory research project with a member of the Chemistry faculty. A minimum of five hours of laboratory work per week.			
<i>Prerequisite: Permission of the instructor. May be repeated as necessary for credit.</i>			
<b>CHEM 462</b>	<b>Independent Laboratory Research</b>	<b>2 Credits</b>	
A open-ended laboratory research project with a member of the Chemistry faculty. A minimum of ten hours of laboratory work per week.			
<i>Prerequisite: Permission of the instructor. May be repeated as necessary for credit.</i>			
<b>CHEM 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>CHEM 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>CHEM 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>CHEM 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **COMMUNICATION STUDIES**

The objective of the Communication Studies major at Bridgewater College is to provide students with a critical understanding of the nature, scope, and function of communication and to help students become more effective communicators. Courses are designed to examine practical and theoretical perspectives, historical developments, policy implications, and the expanding role that communication and the mass media play in modern life. In addition, because of its interdisciplinary design, the Communication Studies major will allow considerable flexibility for students to double major in other related fields.

The Communication Studies major encourages a broad, theory-based perspective. Well-developed skills in writing, speaking, and thinking, and an understanding of the diversity of the contexts and events in which communication occurs will prepare Communication Studies majors to adapt to today's changing world. Further, the major prepares graduates for careers in a diverse group of communication-related occupations, such as public relations, advertising, sales, management, and other media-related positions. Others go on to law school or graduate school.

**FOR INFORMATION ON CAREERS IN COMMUNICATION STUDIES, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: <http://www.bridgewater.edu/departments/career/comm-std.htm>**

A major in Communication Studies consists of a minimum of 36 credit hours. The following courses are required:

COMM 201	Introduction to Communication
COMM 230	Mass Media & Society
COMM 327	Interpersonal Communication
COMM 350	Research Methods in Communication
COMM 400	Communication Theory
THEA	Any theater course
COMM 450	Senior Seminar

Plus an additional 15 hours are required from the following list of courses:

Only six hours may be taken from outside the Communication Studies Department

All Courses Designated "COMM"

All Courses Designated "THEA"

ART 120	Introduction to Visual Design
ART 130	Introduction to Drawing and Composition
ART 345	Introduction to Photography
BUS 200	Principles of Organizational Management
BUS 412	Personal Selling
BUS 416	Advertising and Related Communications
ENG 216	Movies from Literature as Literature
ENG 312	Technical Writing
ENG 325	Propaganda and Thought Control
ENG 310	Advanced Composition
PHIL 208	Philosophy of Popular Culture
PHIL 320	Professional Ethics
PSCI 330	American Political Parties

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SOC 245	Group Process and Interpersonal Communication
SOC 319	Conflict Resolution and Mediation
SOC 350	Methods of Research & Data Analysis I
SOC 351	Methods of Research & Data Analysis II
SOC 450	Sociological Theory

A minor in Communication Studies consists of a minimum of 18 credit hours. The following courses are required:

COMM 201	Introduction to Communication
COMM 230	Mass Media & Society
COMM 327	Interpersonal Communication
THEA	Any theatre course

Plus 6 additional credit hours in Communication Studies.

A minor in Theatre consists of 18 credit hours including the following:

- 12 credit hours of Theatre courses
- ENG 330: Shakespeare
- Any Communication Studies 3-credit hour course

Public Relations Concentration for Communication Studies majors (21 hours). Only 9 hours of the courses listed on the student's public relations concentration may be included on a student's plan of major.

Required major in Communication Studies.

Plus all of the following: (12 hours)

COMM 347	Public Relations in Organizations
COMM 255	Newspaper Writing
COMM 315	Persuasion
BUS 310	Principles of Marketing

Plus one of the following: (3 hours)

COMM 410	Communication Law
PHIL 320	Professional Ethics

Plus one of the following: (3 hours)

COMM 360	Newspaper Editing
ENG 312	Technical Writing
ENG 311	Creative Writing
ENG 310	Advanced Composition

Plus one of the following: (3 hours)

ART 345	Introduction to Photography
ART 120	Introduction to Visual Design
ART 130	Drawing
BUS 416	Advertising and Related Communications
FCS 304	Fashion Merchandising
FCS 306	Fashion Promotion

<b>COMM 100</b>	<b>Oral Communication</b>	<b>3 Credits</b>	<b>F, S</b>
	(Replaces GEC 102)		

Interpersonal and group oral communication skills, including verbal and nonverbal communication, listening, problem solving, and public speaking. The course covers specific issues related to informative speaking, special-occasion speaking, public group presentations, interviewing, ethics, and the relationship between effective oral communication and leadership.

*General Education: Core Skills.*

<b>COMM 131</b>	<b>Newspaper Practicum</b>	<b>1 Credit</b>	<b>F, S</b>
	(Cross-listed as ENG 131)		
	(Replaces COMM 101)		

This course is a skills-and-theory class which may discuss practical problems in newspaper production, both general and specific. Work includes approximately 3 hours outside of class and 1 hour inside each week in writing news stories and solving layout and graphic problems. Student work will be contracted on an individual basis. Course may be repeated for a total of 3 credits.

*Prerequisite: Permission of instructor.*

<b>COMM 141</b>	<b>Yearbook Practicum</b>	<b>1 Credit</b>	<b>F, S</b>
	(Cross-listed as ENG 141)		
	(Replaces COMM 102)		

This course teaches students the process of book production through active participation in all stages of producing Ripples, the college yearbook. Student work will be contracted on an individual basis. This course may be repeated, but a maximum of three hours of credit in Communication 141 will count towards graduation.

*Prerequisite: Permission of instructor.*

<b>COMM 201</b>	<b>Introduction to Communication Studies</b>	<b>3 Credits</b>	<b>F</b>
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Introduces students to communication as an academic discipline by exploring how meaning is created and shared in multiple contexts. Verbal and nonverbal communication, interpersonal communication, the mass media, communication technologies, popular culture, and communication in organizations are among the topics covered.

<b>COMM 215</b>	<b>Argumentation and Debate</b>	<b>3 Credits</b>	<b>F</b>
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Evidence and reasoning in oral communication. Activities include studying argumentation and debate theory, researching the current national debate topic, and participating in practice debates. Participation in intercollegiate competition is optional. A maximum of 6 credits in Communication 215: Argumentation and Debate and Communication 220: Forensics Practicum may be applied toward degree requirements.

*Alternate years; offered 2002 - 2003.*

<b>COMM 218</b>	<b>History of Motion Picture</b>	<b>3 Credits</b>	<b>S</b>
	(Cross-listed with Eng 218)		

By examining key people, ideas, and techniques, the course presents an historical survey of the development of the motion picture into an art form. Class members will be required to attend on-campus screenings.

**COMM 220      Forensics Practicum      1 Credit      F, S**

Participation in intercollegiate debate or individual events. This course may be repeated for credit but it may not be taken concurrently with Communications 215. Participation in intercollegiate competition is optional. A maximum of 6 credits in Communication 215: Argumentation and Debate and Communication 220: Forensics Practicum may be applied toward degree requirements.

*Prerequisite: Permission of instructor.*

**COMM 230      Mass Media and Society      3 Credits      S**  
(Cross-listed as SOC 230)

A survey of media history and an examination of the effect mass media have on American society. This course will examine the development and impact of print media, radio, television, video, public relations, advertising and electronic services. Emphasis will be placed upon the development of the information society.

**COMM 255      Newspaper Writing      3 Credits      S**

Instruction in researching, investigating, and writing a newspaper story in a variety of formats and styles.

*Prerequisite: ENG 101 or GEC 101.*

*Alternate years; offered 2002 - 2003.*

**COMM 260      Newspaper Editing      3 Credits      S**

Fundamentals of newspaper editing, both in the editing of actual copy and in the larger context of editorial decision making. Students learn principles and styles of newspaper format, layout, and design as they relate to editorial policy and intent.

*Prerequisite: COMM 255 or permission of instructor.*

*Alternate years; offered 2003 - 2004.*

**COMM 315      Persuasion      3 Credits      S**

This course will provide the student with an in-depth understanding of major theories and perspectives in persuasion. Upon completion of the course, the student will understand the nature of persuasion, be able to recognize and explain a variety of persuasion theories across the discipline (e.g., in interpersonal communication, organizational communication, health communication, and media/framing effects), and be able to recognize and analyze examples of persuasion in everyday life.

*Alternate years; offered 2002 - 2003.*

**COMM 327      Interpersonal Communication      3 Credits      F**

This course introduces students to basic patterns of interpersonal human communication in personal and professional settings. Through exploration of theories involving communication, verbal and nonverbal interaction, climate, and culture students will develop their theoretical and practical understanding of how interpersonal relationships are achieved through communication.

**COMM 331      The Television & Film Studio System      3 Credits      I**

This course examines the history of the American television and film studio system, its influence on society, and the processes of modern television and film production. The course will include 5 days on the Bridgewater campus and a 10-day trip to Los Angeles, CA. While in Los Angeles, the class will tour several studios (including Paramount Pictures, Warner Brothers, NBC television, and Universal Studios), participate as audience members



on a variety of television shows, talk with members of the television and film industry, and visit several media related museums.

*Prerequisite: Permission of the instructor.*

*Alternate years; offered 2002 - 2003.*

*Additional costs associated with travel.*

**COMM 335      Gender Representation in the Media      3 Credits      S**

This course is designed to investigate the various perspectives of public communication as they relate to the social construction of gender identity. The course will investigate how the media instruct and imitate our gender identities. The student will become familiar with the research in the area of gender and public communication as it relates to the media, including studies regarding media representation, rhetorical theory and rhetorical strategy. Students will examine how their gender identities influence their personal and public communication with others.

*Alternate years; offered 2002 - 2003*

**COMM 340      Interviewing      3 Credits      I**

Students explore the interview as a specific communication event, with its own rules, procedures and strategies. This course will acquaint students with a variety of interviewing contexts, such as selection, performance appraisal, journalistic, counseling, persuasive, and health care. The course will blend current theory and research with practical skills and applications.

*Alternate years; offered 2002 - 2003.*

**COMM 347      Public Relations in Organizations      3 Credits      F**  
(Cross-listed as SOC 347)

A comprehensive survey of the evolution, role, functions, and scope of public relations in American society. Emphasis will be placed on public relations work in non profit and business organizations including educational, health care and social service institutions. Additionally, the roles of spokesperson and media consultant in government will be examined.

*Alternate years; offered 2003 - 2004.*

**COMM 350      Research Methods in Communication      3 Credits      S**

This course introduces students to various qualitative and quantitative research methods that contribute to the study of communication, the collection of information, and the solution of practical problems.

*Prerequisite: Junior Standing and PSY 220 or MATH 200.*

**COMM 400      Communication Theory      3 Credits      F**

Survey of contemporary communication and rhetorical theories. The course focuses on current theoretical perspectives on human communication and the mass media. The relationship between philosophy, theory, and methodology is explored for these major views on communication.

*Prerequisite: Junior Standing & COMM 201.*

**COMM 410      Communication Law: Civil Liberties      3 Credits      I**  
**and the Public Good**  
(Cross-listed as SOC 410)

An examination of how the mass media are constrained and protected by the law and court interpretations. Among the issues to be explored are libel, copyright, obscenity, censorship

and freedom of the press, cable TV franchising, corporate and government communications, and other media-related legal issues.

*Alternate years; offered 2003 - 2004.*

**COMM 427      Communication in Personal Relationships      3 Credits      S**

This class will examine issues and research related to communication in personal relationships. Attraction, relational development, relational maintenance and repair, critical events in relationships, and relational termination will be examined. In addition, computer mediated relationships, relational rule violations, and abusive relationships will be studied. Particular attention will be given to the impact of gender roles on relationships. Academic Journal articles relevant to each of the above areas of study will be utilized. In addition, the application of the current body of relational research to a popular press book will also be conducted in an attempt to determine the validity of popular relational advice.

**COMM 450      Senior Seminar      3 Credits      F**

An in-depth seminar examining a special topic. Students draw on the knowledge and skills developed in the program to produce a portfolio and a major research project in a particular area of communication studies.

*Prerequisite: Permission of Instructor*

**THEATRE**

**THEA 310      Elements of Play Production      3 Credits      I**

A laboratory experience and introduction to the theories and techniques of the modern stage and of theatrical production in particular. Fundamentals of directing, lighting, make-up, and costuming are explored through laboratory sessions and the actual productions of a play, culminating in eight performances before elementary school children. Students will also select a one-act play, design it, and prepare a production book as if they were going to direct it on stage.

*Prerequisite: ENG 101 or GEC 101*

*Alternate years; offered 2002 - 2003*

**THEA 315      Theatre in London      3 Credits      I**  
(Replaces THEA 375)

An exploration of the rich and varied theatrical scene in London through nightly attendance at professional and nonprofessional productions. The group attends professional West End classical, modern, and musical productions. A music hall performance and holiday pantomime as well as lively nonprofessional theatre in the London suburbs are on the itinerary. Daytime backstage tours and visits to the Theatre Museum and other locations of theatrical, historical, and cultural interests complement the experience, as do side-trips to Stratford-upon-Avon and Oxford.

*Alternate years; offered 2003 - 2004.*

*General Education: Development of Western Culture, Contemporary, Fine Arts.*

**THEA 325      Acting      3 Credits      F**  
(Replaces THEA 330)

Development of acting skills through classroom/laboratory experiences in acting. The course emphasizes developing the total actor's inner resources through theatrical games, leading to purposeful, believable characterizations. Students will work with different classroom part-

ners in preparing bi-weekly scenes which will serve as bases for exercises and experimentation.

*Alternate years; offered 2002 - 2003*

<b>THEA 350</b>	<b>Highlights in Theatre History</b>	<b>3 Credits</b>	<b>S</b>
	(Replaces THEA 300)		

Selected periods in the development of the western theatre and of its relation to its culture. Emphasis is on theatre literature, production practice, and the evolution of the modern stage. Theatre in the ancient world and its religious roots are studied, along with the rebirth of drama in the medieval church and the achievements of the Elizabethan age. The evolution of the picture-frame stage is traced through study of neo-classical plays in France and the dramaturgy of the Restoration and eighteenth century in England.

*Prerequisite: ENG 101 or GEC 101.*

*Alternate years; offered 2002 - 2003.*

*General Education: Development of Western Culture, (Any Period) Fine Arts.*

<b>THEA 360</b>	<b>Modern Drama</b>	<b>3 Credits</b>	<b>F</b>
	(Replaces THEA 320)		

Theatrical literature of selected playwrights from the conventional, late nineteenth-century well-made plays to the varied approaches to dramatic composition of the present. Dramatists include Ibsen, Wilde, Shaw, Rostand, Chekhov, O'Neill, Brecht, Williams, Miller, Beckett, Pinter and others.

*Prerequisite: ENG 101 or GEC 101.*

*Alternate years; offered 2003 - 2004.*

*General Education: Development of Western Cultural, Contemporary, Fine Arts.*

<b>THEA 370</b>	<b>English Drama to 1800</b>	<b>3 Credits</b>	<b>S</b>
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Origins of English drama and its evolution through a study of representative plays from the medieval and Tudor periods through Sheridan, exclusive of Shakespeare. Emphases include the medieval religious mystery and morality plays, the secularization of drama, Shakespeare's most important contemporaries and successors up to the closing of the theatres, and the comedies of manners that evolved after the Commonwealth.

*Prerequisite: ENG 101 or GEC 101.*

*Alternate years; offered 2003 - 2004.*

*General Education: Development of Western Culture, Renaissance/Early Modern, Fine Arts.*

## **GEORGE S. ALDHIZER II**

### **DEPARTMENT OF ECONOMICS &**

### **BUSINESS ADMINISTRATION**

In addition to offering majors in Economics and Business Administration, the George S. Aldhizer II Department of Economics and Business Administration offers six concentrations within the Business Administration major: Accounting, Finance, International Commerce, Managerial Economics, Marketing, and Organization Management. The business program is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP) for the awarding of B.A. and B.S. degrees with majors in Business Administration.

**ECONOMICS.** The major in Economics consists of Economics 200, 210, 400, 410, and 460; Business 201 and 202; Mathematics 129 and 200; and twelve additional credits in Economics numbered 300 or above. Students who plan to pursue graduate study in economics are expected to take Mathematics 120, 131, and 132 in lieu of Mathematics 129, and are urged to take Mathematics 231, 232, and 330. A minor in Economics consists of Economics 200, 210, 400, and 410; Mathematics 129 and 200; and six additional credits in Economics numbered 300 or above. Credits for Economics 480, 490, 491, and 500 may not be applied to the requirements for either the major or the minor in Economics.

**BUSINESS ADMINISTRATION.** The major in Business Administration consists of Business 200, 201, 202, 310, 320, 330, 340, 350, and 478; Economics 200 and 210; Mathematics 129 and 200; Computer Information Systems 103 or a passing score on the VFIC Technology Certification Examination (Tek.Xam); and six additional credits in Economics or Business numbered 300 or above. A minor in Business Administration consists of Business 200, 201, and 202; Economics 200 and 210; Mathematics 129 and 200; and three additional credits in Business numbered 300 or above. Credits for Bus 480 or Economics 480, 490, 491, or 500 may not be applied to the requirements for either the major or the minor in Business Administration.

**FOR INFORMATION ON CAREERS IN ECONOMICS, VISIT THE OFFICE OF CAREER SERVICES OR GO TO:** <http://www.bridgewater.edu/departments/career/econ.htm>

**FOR INFORMATION ON CAREERS IN BUSINESS ADMINISTRATION, VISIT THE OFFICE OF CAREER SERVICES OR GO TO:** <http://www.bridgewater.edu/departments/career/bus-admin.htm>

Majors in Business Administration are encouraged to acquire additional depth by pursuing one or more concentrations within the major. In all cases, six credits from the concentration may be applied to the requirements for the major in Business Administration. The capstone course for each concentration is shown in *italics*:

#### **Concentration in Accounting (18 Credits)**

BUS 371	Intermediate Accounting I
BUS 372	Intermediate Accounting II
BUS 380	Federal Tax Accounting
BUS 385	Cost Accounting
BUS 400	Advanced Accounting
<i>BUS 405</i>	<i>Auditing</i>

Satisfactory completion of the concentration in Accounting provides the academic qualifications for the Virginia Uniform Certified Public Accountant (CPA) Examination.

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**Concentration in Finance (18 Credits)**

BUS 371	Intermediate Accounting I
BUS 372	Intermediate Accounting II
BUS 430	Investments
BUS 438	<i>Issues in Finance</i>
ECON 300	Money and Banking
ECON 440	International Economics

**Concentration in International Commerce (18 Credits)**

ECON 330	Government and Business
ECON 440	International Economics
PSCI 230	Introduction to World Politics
SOC 325	Development and Underdevelopment in the Modern World
BUS 465	<i>Issues in International Commerce</i>

Plus three credits from one of the following:

HIST 410	Latin America
HIST 420	East Asia
HIST 430	Southeast Asia
HIST 440	Middle Eastern History Since 600 A.D.
REL 340	Religions of the Near East
REL 350	Religions of the Far East
SOC 235	General Anthropology
SOC 306	Cultures of Japan
SOC 309	Cultures of Africa
FREN 320	French Culture and Civilization
SPAN 320	Spanish Culture

Competency in a modern foreign language at the intermediate level (FREN 202, GER 202, SPAN 202) also is required. A language minor and participation in a one-semester cross-cultural experience are recommended. Students participating in the BCA program or a similar approved international experience may transfer six credits toward the history and culture components of the concentration.

**Concentration in Managerial Economics (18 Credits)**

ECON 330	Government and Business
ECON 410	Intermediate Microeconomic Theory
ECON 450	<i>Managerial Economics</i>

Plus nine credits from the following:

ECON 300	Money and Banking
ECON 310	U.S. Economic & Business History
ECON 320	Labor Economics
ECON 440	International Economics

This concentration may not be taken with a dual major in Economics.

**Concentration in Marketing (18 Credits)**

COMM 350	Research Methods in Communication
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BUS 412	Professional Selling or
COMM 315	Persuasion
BUS 416	Advertising & Related Communications
BUS 418	<i>Issues in Marketing</i>

Plus six credits from the following:

BUS 414	Consumer Behavior
COMM/SOC 347	Public Relations in Organizations
ECON 410	Intermediate Microeconomic Theory
FCS 304	Fashion Merchandising
FCS 306	Fashion Promotion

#### **Concentration in Organization Management (18 Credits)**

BUS 420	Human Resource Management
BUS 460	<i>Issues in Organization Management</i>

Plus six credits from two of the following:

ECON 310	U.S Economic & Business History
ECON 320	Labor Economics
ECON 330	Government & Business
ECON 450	Managerial Economics

Plus six credits from the following:

BUS 422	Entrepreneurship
FCS 319	Contemporary Family Relationships
FCS 430	Family Management
PHIL 320	Professional Ethics
PHIL 340	
SOC 319	Conflict Resolution and Mediation
SOC 245	Group Process and Interpersonal Communication
SOC 355	Counseling and Personal Development

Business Administration majors interested in preparing for a computer-related career are encouraged to earn a minor in Computer Information Systems or major in Information Systems Management. These programs are offered in the Department of Mathematics and Computer Science.

## **ECONOMICS**

**ECON 200      Principles of Macroeconomics      3 Credits      F, S**  
Introduces scarcity and opportunity cost, supply and demand analysis, international trade, and the performance of the aggregate economy, including the measurement and determinants of total output, inflation, and unemployment, and government's use of fiscal and monetary policies to stabilize the economy.

*General Education: The Individual and Society or Social Sciences.*

- ECON 210 Principles of Microeconomics 3 Credits F, S**  
 Analysis of individual choice and market behavior, with special emphasis on price and output relationships and the economics of the firm.  
*General Education: The Individual and Society or Social Sciences.*
- Economics 200 or 210 (or permission of the instructor) is prerequisite to all other economics courses.
- ECON 300 Money and Banking 3 Credits S**  
 Focuses on the financial system, the determinants of interest rates, structure and regulation of the banking system, the Federal Reserve System and monetary policy, and money supply growth and inflation.
- ECON 305 Contemporary Economic Issues 3 Credits I**  
 Discussion of contemporary economic issues from conservative, liberal, and radical perspectives. Topics include both macroeconomic and microeconomic issues.
- ECON 310 U.S. Economic and Business History 3 Credits F**  
 Traces the growth and development of the U.S. economy and economic institutions, including changes in transportation, banking and finance, labor markets, structure and conduct of business, and the role of government, from the colonial era to the present. Key institutions and events, such as slavery, the Civil War, and the Great Depression, are emphasized.
- ECON 320 Labor Economics 3 Credits F**  
 Analysis of labor market supply and demand, wages and salaries, collective bargaining, discrimination, and macroeconomic implications of labor market issues.
- ECON 330 Government and Business 3 Credits S**  
 Discussion of the role of government and market forces in promoting economic efficiency, focusing on antitrust policy, economic regulation, and socio-economic engineering.
- ECON 400 Intermediate Macroeconomic Theory 3 Credits F**  
 Analyzes short-run economic fluctuations, long-term economic growth, and the impact of economic institutions and policies on the aggregate economy and living standards, using a variety of models representative of the evolution of macroeconomic thought.
- ECON 410 Intermediate Microeconomic Theory 3 Credits S**  
 Theoretical and applied development of consumer choice, firm behavior, price income determination, market behavior, and government policy.
- ECON 420 Development of Economic Thought 3 Credits**  
 Traces the contributions to economic thought of various individuals and schools from ancient times to the present, including Adam Smith, the classical school, socialism, Marx, marginalism, the neoclassical school, Keynes, Friedman, and others.  
*Offered on Demand.*
- ECON 440 International Economics 3 Credits F**  
 Theory of international economic interrelationships, including trade, finance, and monetary policies and institutions.

**ECON 450      Managerial Economics      3 Credits      F**  
 Applies economic principles to managerial decision-making within a business firm. Includes analysis of a firm's objectives, analysis and estimation of consumer demand, forecasting, production and pricing decisions, competitive behavior, and long-run investment decisions.  
*Prerequisites: Senior standing with 18 or more credits in upper-level Economics and Business courses or permission of instructor.*

**ECON 460      Senior Seminar      3 Credits      S**  
 Capstone course for major in Economics: an in-depth investigation of selected economic issues, policies, and problems designed to integrate knowledge gained from prior courses and to introduce research methods used for the discovery of knowledge. Students select topics for research, collect data, formulate and test hypotheses, present their results, and discuss each other's findings.  
*Prerequisites: ECON 400 and 410 and senior standing permission of instructor.*

**ECON 480      Internship      3 Credits      F, I, S**

**ECON 490      Independent Study      3 Credits      F, I, S**

**ECON 500      Honors Project      3 Credits      F, I, S**

## **BUSINESS**

**BUS 110      Personal Finance      3 Credits      I**  
 Principles of managing one's income emphasizing financial planning, budgeting, tax planning, banking relations, consumer credit, insurance, home buying, investments, retirement planning, and estate planning.

**BUS 120      Survey of Business      3 Credits      F, S**  
 A survey of business principles and practices intended as an introductory course for freshmen contemplating a major in Business Administration and for other students interested in acquiring a basic understanding of the world of business. Business 120 may not be taken for credit by any student who has completed any business course numbered 200 or higher.

**BUS 200      Principles of Organization Management      3 Credits      F, S**  
 Principles of planning, organizing, leading, and controlling human and other resources for the achievement of an organization's goals. The impact and role of communication, motivation, group dynamics, and organization culture, conflict and change are examined. Current practice is placed in perspective. Written and oral reports develop student writing and speaking skills.

*Prerequisite: ENG 101 or GEC 101.*

**BUS 201, 202      Principles of Accounting      3 Credits      F, S**  
 First semester: accounting for sole proprietorships, the accounting cycle, journals, ledgers, working papers, and preparation of financial and operating statements. Second semester: accounting for corporations, time value of money, cash flows, budgeting, cost determination, responsibility centers, and differential analysis.

*Prerequisite for BUS 201: MATH 129 recommended.*

*Prerequisite for BUS 202: BUS 201.*

<b>BUS 310</b>	<b>Principles of Marketing</b>	<b>3 Credits</b>	<b>F, S</b>
Principles and practices of how goods, services, and ideas are developed and distributed in order to satisfy individual and organization objectives. Emphasis is placed on the micro-marketing perspective.			
<i>Prerequisites: BUS 120 or 200; ECON 210.</i>			
<b>BUS 320</b>	<b>Principles of Finance</b>	<b>3 Credits</b>	<b>F, S</b>
Theory and practice of managerial finance, including financial statement analysis, financial planning and control, working capital management, and capital budgeting.			
<i>Prerequisites: BUS 202, ECON 200 and 210, MATH 200.</i>			
<b>BUS 330</b>	<b>Principles of Information Systems</b>	<b>3 Credits</b>	<b>F, S</b>
Introduction to information system theory and application. Emphasis is placed on information systems design in the functional areas of management, marketing, accounting, and operations management. Credit may not be received for both BUS 330 and CIS 250.			
<i>Prerequisites: BUS 200 and 202, MATH 200.</i>			
<b>BUS 340</b>	<b>Management Science</b>	<b>3 Credits</b>	<b>F, S</b>
Essential quantitative techniques and their use in business decision-making. Techniques covered include decision analysis, forecasting, linear programming, project scheduling, inventory cost minimization, and queuing analysis. Emphasis is on the practical application of these techniques to production and operations management and other business problems.			
<i>Prerequisite: BUS 200 and MATH 200, or permission of instructor.</i>			
<b>BUS 350</b>	<b>Business Law</b>	<b>3 Credits</b>	<b>F, S</b>
The U.S. legal and regulatory environment, including the sources of law; the resolution of disputes; the Uniform Commercial Code; the law of torts and fraud; the laws of contracts, agency, property, and bankruptcy; and laws regulating competition.			
<i>Prerequisite: GEC 101, GEC 112 or ENG 101, ENG 102.</i>			
<b>BUS 371, 372</b>	<b>Intermediate Accounting</b>	<b>3 Credits each</b>	<b>F, S</b>
Preparation and analysis of financial statements, concentrating on accounting for corporations.			
<i>Prerequisite for BUS 371: BUS 202</i>			
<i>Prerequisite for BUS 372: BUS 371</i>			
<b>BUS 380</b>	<b>Federal Tax Accounting</b>	<b>3 Credits</b>	<b>S</b>
Introduction to the federal tax structure, with emphasis on accounting for personal income taxes, including preparation of tax returns.			
<i>Prerequisites: BUS 202, MATH 200</i>			
<b>BUS 385</b>	<b>Cost Accounting</b>	<b>3 Credits</b>	<b>F</b>
Preparation and utilization of financial information for internal management purposes with emphasis placed on cost behavior, cost determination, and the development of information for planning and control purposes.			
<i>Prerequisites: BUS 202, MATH 200</i>			
<b>BUS 400</b>	<b>Advanced Accounting</b>	<b>3 Credits</b>	<b>F</b>
Accounting for partnerships, business combinations, state and local governments, foreign currency transactions, and other selected topics.			
<i>Prerequisite: BUS 372</i>			

- BUS 405                      Auditing    3 Credits                      S**  
Theory and practice of auditing: the techniques, standards, legal environment, and ethics of the public accounting profession. Emphasis is placed on the study of internal controls, and compliance and substantive tests of functional cycles within the firm, audit reports, accounting & review services, and other attestation services.  
*Prerequisites: BUS 372, BUS 385*
- BUS 412                      Professional Selling    3 Credits                      F**  
A course designed to develop student interaction skills and strategies relating to the personal selling of products and services. Emphasis on business-to-business selling strategies, but these skills are also very applicable to retail selling and also beneficial in enhancing skills needed to sell personal ideas within the workplace or the community at large.  
*Prerequisite: BUS 310 or permission of the instructor.*
- BUS 414                      Consumer Behavior    3 Credits                      S**  
A detailed study of the purchasing patterns and habits of consumers, this course increases student understanding of how businesses develop plans to appeal to recognized consumer characteristics. Emphasis is placed on field observations in the retail environment.  
*Prerequisite: BUS 310 or permission of the instructor.*
- BUS 416                      Advertising and Related Communications                      3 Credits                      S**  
A study of the many varieties of non-personal ways an organization communicates with customers and other stakeholder groups. Primary emphasis is placed on traditional paid media. New Internet options also are reviewed, along with alternative vehicles such as brochures, direct mail and point-of-sale contacts. Student review of the planning, design, and production of various sample communications is an essential part of the learning process.  
*Prerequisite: BUS 310 or permission of the instructor.*
- BUS 418                      Issues in Marketing    3 Credits                      F**  
This is the capstone class in the marketing concentration. It synthesizes the learning from prior marketing classes and introduces issues not covered in other classes, including marketing strategy, international marketing, services marketing and retailing. Much of the class revolves around the reading and discussion of recent articles in academic and professional marketing journals.  
*Prerequisite: senior standing in the Marketing concentration or permission of the instructor.*
- BUS 420                      Human Resource Management    3 Credits                      F**  
Personnel administration from a managerial perspective, including recruitment, training and development, compensation and motivation, employee/management relations, and various legal and regulatory issues.  
*Prerequisite: BUS 200*
- BUS 422                      Entrepreneurship    3 Credits                      S**  
Entrepreneurship in the American free enterprise system. The course focuses on assessing new ventures, developing business plans, financing enterprises, reviewing legal aspects of new businesses and managing innovation in a growth atmosphere. The course includes group exercises that give the students a clinical experience in the creation of a growth oriented new business venture.  
*Prerequisites: BUS 200, BUS 202*
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<b>BUS 430</b>	<b>Investments</b>	<b>3 Credits</b>	
An introduction to security selection and portfolio management in efficient markets in a global environment, including the theoretical and practical aspects of asset allocation and stock and bond valuation.			
<i>Prerequisite: BUS 202 or permission of the instructor</i>			
<i>Offered on Demand</i>			
<b>BUS 438</b>	<b>Issues in Finance</b>	<b>3 Credits</b>	
An advanced course in managerial finance emphasizing such strategic issues as capital budgeting, the cost of capital, capital structure, dividend policy, and debt and equity financing. Case studies are used to develop analytical skills and enhance student understanding of the practical application of financial theory.			
<i>Prerequisite: BUS 320</i>			
<i>Offered on Demand</i>			
<b>BUS 460</b>	<b>Issues in Organization Management</b>	<b>3 Credits</b>	
A senior seminar designed to help students integrate the knowledge and skills acquired from other courses required for the concentration in Organization Management. The course consists primarily of class discussions of team-prepared case studies.			
<i>Prerequisite: senior standing in the Organization Management concentration or permission of the instructor.</i>			
<i>Offered on demand.</i>			
<b>BUS 465</b>	<b>Issues in International Commerce</b>	<b>3 Credits</b>	
A senior seminar for the International Commerce concentration. Topics include the cross-country effects of monetary and commercial policy, country risk analysis, and cross-cultural human resource management.			
<i>Prerequisite: senior standing in the International Commerce concentration or permission of the instructor.</i>			
<i>Offered on demand.</i>			
<b>BUS 478</b>	<b>Business Policy</b>	<b>3 Credits</b>	<b>F</b>
The relationship between theory, problem analysis, and strategy implementation, with application to selected business cases. Integrates the functions of marketing, finance, and production, considering interpersonal issues and the social, political, legal, and ethical environment.			
<i>Prerequisites: Bus 310, 320, 330, 340, 350, and senior standing.</i>			
<b>BUS 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>BUS 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>BUS 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **EDUCATION AND TEACHER CERTIFICATION PROGRAM**

Bridgewater College provides a state-approved program for the preparation of elementary, secondary, and special education teachers. Students who successfully complete this program and pass the Praxis Tests receive certification in Virginia and may receive initial certification to teach in many other states through reciprocal certification agreements.

The elementary education program prepares the student to teach in preK-6 (preKindergarten through Grade 6). The secondary education program prepares students to teach in the content areas in Grades 6-12. Special Education, Art, Music, Health and Exercise Science, Foreign Language, and English as a Second Language (ESL) endorsements prepare students to teach in grades preK-12.

### **ADMISSION TO THE EDUCATION DEPARTMENT**

Students must be admitted into the Teacher Education Program one full semester prior to the semester in which they plan to complete their student teaching. Students who already hold a bachelor's degree and are seeking to fulfill requirements for certification and licensure must adhere to the same regulations as degree-seeking students. **Students pursuing teacher licensure may not register for any education courses except Teaching as a Profession (EDUC 100) until they have been admitted to the Teacher Education Program.**

Requirements for the interview for admission in the Bridgewater College Teacher Education Program include the following:

1. Attain all overall grade point average of 2.5 or better;
2. Take all three parts of the PRAXIS I tests;
3. Complete an application for admission to the Teacher Education Program, including the Self-Search, and attach a copy of your PRAXIS I tests results (no application will be processed without a copy of the tests results);
4. Receive positive recommendations from faculty, the Dean for Student Development, and others;
5. Verify previous work or volunteer experience with youth; and
6. Complete a personal interview with Department faculty.

### **RETENTION IN THE EDUCATION DEPARTMENT**

Requirements for retention in the Bridgewater College Teacher Education Program include the following:

1. A grade of "C" or higher in Core Skills Courses:  
ENG 101: Effective Writing I  
ENG 102: Effective Writing II  
ES 105: Wellness  
MATH 107: Quantitative Reasoning or  
MATH 110: College Algebra  
COMM 100: Oral Communication
2. A 2.5 grade point average overall and a grade of "C" or better in all education courses and be recommended for student teaching and for licensure following graduation;
3. Successfully passing the Reading, Mathematics, and Writing tests of PRAXIS I before student teaching; and
4. Successfully passing the appropriate PRAXIS II test before graduation.

## **ELEMENTARY EDUCATION (PreK-6) OR SPECIAL EDUCATION (PreK-12)**

Students seeking licensure to teach in the elementary schools or in special education are encouraged to choose the Liberal Studies major. This will ensure that the student has met the state competencies as listed in the *Virginia Licensure Regulations for School Personnel*. Students may choose other majors; however, knowledge in the core content areas of the Virginia Standards of Learning and the ability to teach these areas is required for today's elementary and special education teachers.

### **LIBERAL STUDIES MAJOR**

Since the Liberal Studies major is linked to teacher licensure, **all** requirements (major and education courses) must be met **prior** to graduation. A student cannot graduate with this major and then return to complete the professional education semester (i.e., two education courses, student teaching, and the senior education seminar). This major is available in either a B.A., or B.S. degree.

The following courses are required for the Liberal Studies Major. See course description in appropriate department listings:

ENG 275	Traditional American Grammar (3)
or	
ENG 300	Linguistics(3)
ENG 310	Advanced Composition (3)
or	
ENG 315	Teaching Writing (3)
ENG 345	Literature for Children (3)
MATH 110	College Algebra (3)
MATH 125	Analytic Geometry (3) or MATH 120: Precalculus (3)
MATH 200	Introduction to Statistics (3)
HIST 201	History of the United States to 1877 (3)
or	
HIST 202	History of the United States Since 1877 (3)
HIST 380	Twentieth Century United States (3)
GEOG 340	Regional Geography (3)
or	
GEOG 350	Physical Geography (3)
BIOL 100	The Nature of the Biological World (4)
PHYS 110	Introductory Astronomy (4)
CHEM 125	Fundamentals of Inorganic Chemistry (4)
FCS 408	Parent and Child Relationships (3)
or	
FCS 400	Parent and Child Relationships or Early Childhood Education (3)

The following general education courses are recommended for persons seeking endorsement in preK-6 and special education preK-12:

#### **Core Skills:**

PDP 150	Personal Development Portfolio (3)
ENG 101	Effective Writing I (3)
ENG 102	Effective Writing II (3)
MATH 107	Quantitative Reasoning (3) or MATH 110: College Algebra (3)
COMM 100	Oral Communication (3)
ES 105	Wellness (2)

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**Developing the Liberal Arts:**

A literature course from English or Foreign Language

HIST 105, 110                      World History (3)

REL 210 or 220                      Old or New Testament (3)

Fine Arts Course                      (3)

HIST 201 or 202                      History of the U. S. to 1877 or Since 1877 (3)

PSCI210                      Politics and Government in the United States (3)

**Social Sciences:**

ECON200 or 210   Microeconomics or Macroeconomics (3)

**Natural Sciences:**

BIOL 100                      The Nature of the Biological World (4)

CHEM 125                      Fundamentals of Inorganic Chemistry (4)

PHYS 110                      Astronomy (4)

*For students seeking a preK-6 endorsement and choosing a major other than liberal studies, it is strongly advised that they select general education courses from those listed above and appropriate electives. For additional information, please contact a member of the Education Department.*

In addition to the requirements for the major, the general education requirements, and the professional education courses, completion of the following courses will also be required for certification at the preK-6 level:

EDUC 370                      Classroom Management (3)

EDUC 316                      Strategies for Teaching Math (3)

EDUC 335                      Foundations of Literacy Development (5)

EDUC 406                      Curriculum and Instruction for PreK-6 Endorsement (3)

GEOG 340 or 350                      Regional or Physical Geography (3)

**SECONDARY EDUCATION GRADES 6-12**

Students seeking certification to teach in the middle/secondary schools can obtain endorsements in the following areas:

- Biology
- Chemistry
- Computer Science
- Driver Education (Add on)
- Work and Family Studies
- History and Social Sciences
- Mathematics
- Physics
- English

## PreK-12 ENDORSEMENT PROGRAM

Students seeking to teach in the following areas will be endorsed to teach in preK-12 classrooms:

- English as a Second Language
- Foreign Language
- Art Education
- Music Education, Vocal and Instrumental
- Health and Exercise Science
- Special Education

## EDUCATION CORE CURRICULUM

All students, regardless of major or endorsement area, will be required to take the following courses and earn a minimum grade of C in all education courses. These courses have been designed to meet the professional competencies outlined in the Virginia Department of Education Licensure Regulations For School Personnel and Technology Standards for Instructional Personnel guidelines, effective July 1, 1998. Students are strongly encouraged to take the Education Core in the numbered sequence. Transfer students should meet with a member of the Education Department upon arrival at Bridgewater in order to plan their course sequence.

### CORE COURSES:

EDUC 100	Teaching as a Profession (prerequisite to all EDUC courses)	1 Credit	F, S
EDUC 200	Developmental Psychology for the Classroom: Birth to Adolescence	3 Credits	F, S
EDUC 201	Field Experience I (Taken concurrently with EDUC 215)	1 Credit	F, S
EDUC 202	Field Experience II (Taken concurrently with EDUC370 or SPED 307)	1 Credit	F, S
EDUC 215	Exceptional Students in the Classroom	3 Credits	F, S
EDUC 260	Practicum in Current Teaching Techniques	3 Credits	I, Sum I
EDUC 301	Field Experience III (Taken concurrently with EDUC 335)	1 Credit	F, S
EDUC 302	Field Experience IV (Not linked to a specific class)	1 Credit	F, S
EDUC 316	Strategies for Teaching Mathematics in the Elementary Classroom**	3 Credits	S
EDUC 334	Reading in Content Area (6-12 only, preK-12 Art, PE)	2 Credits	F, S
EDUC 335	Foundations of Literacy Development++	5 Credits	F, S
EDUC 370	Classroom Management*	3 Credits	F, S
EDUC 406	Curriculum and Instruction for the Elementary Classroom (preK-6 only) +	3 Credits	F, S
EDUC 412	Curriculum and Instruction for the Secondary Classroom (6-12 only) +	3 Credits	F, S
EDUC 440	Foundations of American Education	2 Credits	F, S
EDUC 470	Professional Student Teaching	12 Credits	F, S



(taken concurrently with EDUC 470)

- \* Special Education students will take SPED 307 in lieu of this course.
- \*\* Required for preK-6 endorsements only.
- + These classes are not required for students certifying in Music, PreK-12 Family and Consumer Sciences 6 - 12 or Health and Exercise Science PreK-12. The methods courses are taught in these individual departments.
- ++ Not required for students majoring in Music.

### TECHNOLOGY COMPETENCIES

Students seeking certification to teach are required to meet all minimum technology competencies identified by the Virginia Department of Education. All courses in the Education Department emphasize the use of instructional technology in preparing teachers for today's schools. Students must satisfy these competencies by completing CIS 103 with a grade of "C" or higher, or by scoring satisfactorily on the VFIC TEK.XAM.

### PROFESSIONAL SEMESTER

During the senior year, students will enroll in a Professional Semester which consists of the student teaching experience and one core course to be taken in a three-week block prior to student teaching. The Senior Seminar also will be taken as part of the Professional Semester during which time students will complete development of their *Professional Portfolio*.

#### EDUC 100      Teaching as a Profession      1 Credit      F, S

This is an exploratory course designed to provide the student with a means of self-assessment as a potential teacher. Learning activities include analysis of teaching skills, and discussions centering on current issues in the teaching profession.

#### EDUC 200      Developmental Psychology for the      3 Credits      F, S Classroom: Birth to Adolescence (Replaces PSY 201 and EDUC 305)

This course surveys principles of development, learning, and evaluation as related to the educational process. Emphasis is placed on understanding the physical, social, emotional, and intellectual aspects of human development. Attention is given to individual differences, human diversity, and multicultural populations.

*Prerequisite: Admission to Teacher Education.*

#### EDUC 201      Field Experience I      1 Credit      F, S (Replaces EDUC 333 and EDUC 366)

This observation and participatory experience occurs in a local school system. Students will spend a minimum of 30 clock hours as an observer and/or assistant in the elementary, middle, or secondary school. In addition to the requirements of the corresponding education course, related readings, reflection, and a journal of the experience are included.

*Prerequisite: Admission to Teacher Education.*

*Enrollment in EDUC 215.*

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|-----------------|--|-----------------|-------------|
| <b>EDUC 202</b> | <b>Field Experience II</b><br>(Replaces EDUC 333 and EDUC 366) | <b>1 Credit</b> | <b>F, S</b> |
|-----------------|--|-----------------|-------------|
- This observation and participatory experience occurs in a local school system. Students will spend a minimum of 30 clock hours as an observer and/or assistant in the elementary, middle, or secondary school. Related readings, reflection, and a journal of the experience are a part of this course, in addition to the requirements of the corresponding education course.
- Prerequisite: Admission to Teacher Education.*  
*Enrollment in EDUC 370 or SPED 307.*
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|-----------------|--|------------------|-------------|
| <b>EDUC 215</b> | <b>The Exceptional Student<br/>in the Classroom</b><br>(Replaces EDUC 365) | <b>3 Credits</b> | <b>F, S</b> |
|-----------------|--|------------------|-------------|
- This course explores the cognitive, physical, behavioral, and academic characteristics of students with diverse needs. Communication between home and school is stressed. Emphasis is placed on collaboration between general education teachers and special education teachers. Working with paraprofessionals and other school personnel is addressed. Learning styles and strategies for educating students with diverse needs are addressed.
- Prerequisite: Admission to Teacher Education.*  
*Enrollment in EDUC 201.*
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|-----------------|---|------------------|---------------|
| <b>EDUC 260</b> | <b>Practicum in Current Teaching<br/>Techniques</b> | <b>3 Credits</b> | <b>I, Sum</b> |
|-----------------|---|------------------|---------------|
- This course is designed to provide the prospective teacher with an intensive three-week experience of total immersion into the school environment. Emphasis is placed on observation skills, modeling of desired teacher behaviors, and the development of a two-day mini-lesson to be presented during the final week. Collaborative assignments within school-based teams will be encouraged.
- Prerequisite: Admission to Teacher Education.*
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|-----------------|---|-----------------|-------------|
| <b>EDUC 301</b> | <b>Field Experience III</b><br>(Replaces EDUC 333 and EDUC 366) | <b>1 Credit</b> | <b>F, S</b> |
|-----------------|---|-----------------|-------------|
- This observation and participatory experience occurs in a local school system. Students may spend a minimum of 30 clock hours as an observer and/or assistant in the elementary, middle, or secondary school. Related readings, reflection, and a journal of the experience are a part of this course in addition to the requirements of the corresponding education course.
- Prerequisite: Admission to Teacher Education.*  
*Enrollment in EDUC 334 or 335.*
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|-----------------|--|-----------------|-------------|
| <b>EDUC 302</b> | <b>Field Experience IV</b><br>(Replaces EDUC 333 and EDUC 366) | <b>1 Credit</b> | <b>F, S</b> |
|-----------------|--|-----------------|-------------|
- This is an optional observation and participatory experience occurs in a local school system. Students will spend a minimum of 30 clock hours as an observer and/or assistant in the elementary, middle, or secondary school or in a related setting. Related readings, reflection, and a journal of the experience are a part of this course.
- Prerequisite: Admission to Teacher Education*

**Mathematics in the Elementary Classroom**

(Replaces EDUC 315)

This course focuses on the emerging goals, principles, practices, and technologies of current mathematics education. Specific topics include curriculum, instructional materials, methodologies, assessment, diagnostic and remedial strategies, diverse populations, learning styles, and uses of technology. This course is required for preK-6 certification only.

*Prerequisite: Admission to Teacher Education.*

Reading theory and practices. Developmental and diagnostic practices are correlated with study of ways for teachers to improve reading skills as the content is studied.

(Replaces EDUC 330, 332, and 334)

This is a content and methods course designed to give the prospective teacher the basic understanding and skills for the teaching of literacy. Emphasis is placed on the processes and development of reading, spelling and orthographic patterns, writing and research; responding to literature and content area materials; informal and formal assessment and screening measures for language proficiency; and effective strategies for instructing the diverse learners including learning disabled, gifted and ESL students.

*Prerequisite: Admission to Teacher Education.*

*Enrollment in EDUC 301.*

This course is designed to help prospective teachers promote positive student behavior. Emphasis is placed on the selection of strategies, procedures, and possible actions that enhance classroom organization and management, which will prevent or reduce inappropriate behaviors in the classroom.

*Prerequisite: Admission to Teacher Education*

*Enrollment in EDUC 202.*

**for the Elementary Classroom**

(Replaces EDUC 380)

This is a course designed to address the theory and practice related to curriculum development and instructional strategies appropriate for the preK-6 classroom. Attention is given to the differentiation of instruction and to designing meaningful lessons responsive to the Virginia Standards of Learning. Strategies in using educational technology as well as working with ESL students are included in this course.

*Prerequisite: Admission to Teacher Education.*

**for the Secondary Classroom**

(Replaces EDUC 391, 392, 394, 395, 396, 400, and 420)

This is a course designed to address instructional practice, management, and evaluation appropriate for the secondary classroom. Organizational techniques and effective teaching methods and strategies are discussed to ensure the teaching of the content area standards of the secondary Virginia Standards of Learning. Strategies in using educational technology as well as working with ESL students are included in this course.

*Prerequisite: Admission to Teacher Education.*

<b>EDUC 440</b>	<b>Foundations of American Education</b>	<b>3 Credits</b>	<b>F, S</b>
	(Replaces EDUC 310)		

This is a course in which the historical and philosophical foundations of the development of American public education are examined. The legal rights of teachers and students and the interactions of school and society are studied. Also, the administration, governance, and funding of schools are examined. Articles on contemporary issues in education are read and discussed.

*Prerequisite: Admission to Teacher Education.*

<b>EDUC 470</b>	<b>Professional Student Teaching Experience</b>	<b>12 Credits</b>	<b>F, S</b>
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This is the final field experience and involves instructional planning, observation, and teaching under the supervision of the classroom cooperating teacher and a college supervisor. Students are expected to assume complete responsibility for the classroom during the student teaching experience and engage in all activities related to teaching in the school community. This is a twelve-week experience.

<b>EDUC 475</b>	<b>Senior Seminar</b>	<b>1 Credit</b>	<b>F, S</b>
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This course, taken concurrently with supervised student teaching (EDUC 470), is designed to provide reflective discussions with the pre-service teacher regarding strategies for improving classroom management, parent conferencing, student motivation, and the planning and implementation of effective lessons or units. Additional topics covered include legal aspects of student teaching, student health issues, resumes and portfolios, interview skills, professional ethics, and teacher licensure issues.

<b>EDUC 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
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<b>EDUC 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
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<b>EDUC 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
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<b>EDUC 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>
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### **SPECIAL EDUCATION**

*Admission to the Education Department is prerequisite to all special education courses. Students must take EDUC 100, EDUC 200, and EDUC 215 prior to enrolling in the special education classes. The Special Education Program at Bridgewater prepares teachers for preK-12 endorsement in the following areas:*

- Learning Disabilities
- Mental Retardation
- Emotional Disorders

<b>SPED 221</b>	<b>The Mentally Retarded Student in the Classroom</b> (Replaces SPED 300)	<b>2 Credits</b>	<b>S</b>
This course addresses the definition, characteristics, and needs of students with mental retardation. These include cognitive functioning, multi-cultural influences, emotional adjustments, social development, language development, adaptive behavior, and medical/health issues.			
<b>SPED 222</b>	<b>The Learning Disabled Student in the Classroom</b> (Replaces SPED 300)	<b>2 Credits</b>	<b>S</b>
This course addresses the theories, characteristics, etiology, and needs of students with specific learning disabilities. These include related disabilities such as Attention Deficit Disorder; specific age-span/development issues; cognitive functioning including intelligence, perception, neurobiology, linguistics, memory and thinking; levels of severity; multi-cultural influences; social/emotional aspects including juvenile delinquency issues; and medical, nutritional, and genetic topics.			
<b>SPED 223</b>	<b>The Student with Emotional and Behavior Disorders</b> (Replaces SPED 300)	<b>2 Credits</b>	<b>F</b>
This course addresses the characteristics and needs of students with emotional disturbances. Consideration is given to specific age-span and development issues and definitions related to cognitive functioning, multi-cultural influences, emotional adjustment, and social development. The definitions in IDEA and the National Mental Health/Special Education Coalition will be used in this class.			
<b>SPED 307</b>	<b>Behavior Management Strategies for Disabled Students</b>	<b>3 Credits</b>	<b>F</b>
This course addresses managing the behavior of students with disabilities with specific focus on improving inappropriate social skills, psychosocial aspects of building self-esteem, and management strategies based on theory and research. <i>Prerequisite: Enrollment in corresponding field experience, EDUC 202</i>			
<b>SPED 309</b>	<b>Instructional Planning for Exceptional Students</b> (Replaces SPED 310 and SPED 322)	<b>3 Credits</b>	<b>F, S</b>
This is a comprehensive course that addresses classroom organization, curriculum development, and procedures to design and evaluate instruction consistent with the student's needs. In addition, strategies to promote successful integration of students with disabilities with their non-disabled peers and alternate ways to teach content materials, including instructional adaptations, are covered in this class.			
<b>SPED 312</b>	<b>Psycho-educational Assessment for Disabled Students</b>	<b>3 Credits</b>	<b>F, S</b>
This course is an overview of the issues surrounding the psychoeducational assessment process with a review of current standardized instruments used with students with disabilities. Psychology majors can meet this requirement with PSY 350.			

<b>SPED 320</b>	<b>Current Legal Issues in Special Education</b>	<b>2 Credits</b>	<b>F, S</b>
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This course offers an in-depth look at current state and federal legislative mandates and civil rights issues that impact education for students with disabilities. This course addresses both historical and current legislative issues related to special education, including but not limited to IDEA, Section 504 of the Rehabilitation Act, and The Americans with Disabilities Act.

<b>SPED 323</b>	<b>Manual Communication for the Exceptional Student</b>	<b>3 Credits</b>	
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An introduction to the variety of manual communication systems that are currently used with students with disabilities.

*Offered on demand.*

<b>SPED 411</b>	<b>Collaborative Consultation Techniques (Replaces SPED 311)</b>	<b>3 Credits</b>	<b>F, S</b>
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This course addresses the skills and techniques needed for successful collaboration with parents and other school and agency professionals in meeting the comprehensive needs of students with disabilities. Emphasis is also given to working with paraprofessionals in the educational setting.

**NOTE:** All students preparing to teach special education will take the following education courses in addition to their special education classes:

EDUC 100	Teaching as a Profession (1)
EDUC 200	Developmental Psychology for the Classroom: Birth to Adolescence(3)
EDUC 201	Field Experience I (1), (Taken concurrently with EDUC 215)
EDUC 202	Field Experience II (1), (Taken concurrently with SPED 307)
EDUC 215	The Exceptional Student in the Classroom (3)
EDUC 260	Practicum in Current Teaching Techniques (3)
EDUC 301	Field Experience III (1), (Taken concurrently with EDUC 335)
EDUC 302	Field Experience IV (1) - (Optional)
EDUC 335	Foundations of Literacy Development (5)
EDUC 440	Foundations of American Education (2-3)
EDUC 470	Professional Student Teaching Experience (12)
EDUC 475	Senior Seminar (1)



### Supplemental PRAXIS Information

When comparing Bridgewater College's PRAXIS I passing rate to other Virginia institutions, several factors need to be taken into consideration:

1. If an institution has only one student take PRAXIS and passes, that institution has a 100% pass rate. If an institution has 100 students taking PRAXIS and only 68 pass, that institution only has a 68% pass rate.
2. Since a close correlation has been established between success on PRAXIS and high SAT scores, highly selective institutions with SAT average scores of 1150+ will always outscore less selective institutions whose SAT scores average 1000 – 1050. The average SAT scores for the program completers at Bridgewater College for the 1999 – 2000 academic year was 990. For the thirteen students who were unsuccessful on PRAXIS I, the average SAT score was 920. For the next academic year, the average SAT rises to 1050 for all program completers, and we anticipate a 100% passing rate.
3. It is important to consider the point at which a student takes the PRAXIS exams and how the scores are used by the institution. Some institutions require passing scores “up front” in order to be admitted to the teacher education program; some require passing scores to be admitted to student teaching, while others may require them to exit the program. Some may not require them at all. Some institutions admit students on a “provisional basis” until they have passed PRAXIS, and thus do not consider them as a part of their program until “officially” admitted. Others require students to take the PRAXIS exams for admission, but admit them if they have not passed; however, they may have to pass PRAXIS before being allowed to student teach. This allows an institution to work with a student who needs tutorial assistance in a particular skill in order to be successful on PRAXIS I. Prior to and including the 1999 - 2000 academic year, Bridgewater College allowed students to complete their teacher education program without successfully passing PRAXIS I. However, effective August 1, 2000, a student must have successfully passed PRAXIS I in order to be eligible to complete their student teaching experience.
4. It is important to note that Virginia has established the highest cut scores of any state requiring PRAXIS I. However, after four years of declining scores, the Advisory Board for Teacher Education and Licensure (ABTEL), the State Board of Education, and the Virginia Legislature must now consider the adverse impact such scores are having on the supply of teachers, minorities, gender, geographical areas, and the fact that so many school divisions are hiring personnel on “provisional” or “local” licenses, which means the teachers being placed in many classrooms have not met all of the basic requirements for the best license, the “collegiate professional” license. The recent action by the Virginia Board of Education to allow a “composite” score on PRAXIS will increase the pool of prospective teachers to be eligible for licensure.
5. Bridgewater College has enjoyed a reputation for preparing fine teachers since 1880. We are willing to “take a chance” on a student who, with an excellent secondary school performance (a hard worker), may have been rejected by a more selective institution, primarily due to a lower SAT score, and develop that person into a highly capable, classroom teacher for the public schools. The many school divisions hiring our graduates and our success rate over the years in placing our students attest to our success.

*Please see Educational Testing Service data immediately preceding the Catalog Index.*

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## **ENGLISH**

A major in English offers a student close study of a wide range of literature, from traditionally valued English and American works to new literature representing many cultures. English majors typically develop strong research, writing, and speaking skills as well as analytical and aesthetic reading abilities. They may also choose among several writing courses to develop their writing talents, and their study of both the historical development and current usage of the English language helps them to become effective editors.

The English major is a good basis for further study and for professional careers in law, government, the ministry, and all levels of education. It also prepares students for work in journalism and for entrepreneurial, managerial, and executive work requiring skill in oral and written communication. Such fields as public relations, marketing, personnel management, sales, and leadership in non-profit agencies have welcomed English majors and have offered them opportunities for notable accomplishment.

Alumni of the Bridgewater College English program currently work in a diversity of fields. Recent alumni include a director of a studies abroad program, a singer-composer, an author of graphic novels, a lawyer, technical writers, teachers of English as a second language, as well as sportswriters, reporters, an editor and other journalists, and teachers at elementary, secondary, and college levels.

Majoring in English can lay the foundation for rich lifelong reading and writing experiences as well as prepare students for a variety of careers.

**FOR INFORMATION ON CAREERS IN ENGLISH, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: <http://www.bridgewater.edu/departments/career/eng.htm>**

A **major in English** consists of a minimum of 36 credit hours. The following courses are required:

ENG 150: Introduction to Literary Study (Replaces ENG 102 for English majors)

ENG 330: Shakespeare

ENG 401: American Literature I

ENG 402: American Literature II

ENG 405: English Literature I

ENG 406: English Literature II

ENG 420: British Novel or ENG 421: American Novel

ENG 450: Senior Seminar

In addition to these 8 required courses, students majoring in English choose at least 4 elective courses from other departmental offerings.

A **minor in English** consists of a minimum of 21 credit hours. The following courses are required:

ENG 150: Introduction to Literary Study (Replaces ENG 102 for English minors)

ENG 330: Shakespeare

ENG 401: American Literature I or ENG 402: American Literature II

ENG 405: English Literature I or ENG 406: English Literature II

In addition to these 4 required courses, students minoring in English choose at least 3 elective courses from other departmental offerings.

GEC 101 or English 101 is prerequisite to all English courses numbered 240 or below. GEC 101 or English 101 and 102 are prerequisite to all English courses numbered above 240.

Any English course numbered 325 or above (except English 450) will satisfy the general education literature requirement.

<b>ENG 101</b>	<b>Effective Writing I</b> (Replaces GEC 101)	<b>3 Credits</b>	<b>F, S</b>
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An across-the-disciplines, reading-based expository and argumentative writing course; an introduction to print and on-line research; and an introduction to various disciplinary writing conventions and practices. Supplementary writer's workshop may be required, based on placement.

*General Education: Core Skills.*

<b>ENG 102</b>	<b>Effective Writing II</b> (Replaces GEC 112)	<b>3 Credits</b>	<b>F, S</b>
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A literature-based course in critical thinking and written argumentation, building on the reading, writing, and research skills introduced in ENG 101.

*Prerequisite: ENG 101 or GEC 101.*

*General Education: Core Skills.*

<b>ENG 131</b>	<b>Newspaper Practicum</b> (Cross-listed as COMM 131) (Replaces COMM 101)	<b>1 Credit</b>	<b>F, S</b>
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This course is a skills-and-theory class which may discuss practical problems in newspaper production, both general and specific. Work includes approximately 3 hours outside of class and 1 hour inside each week in writing news stories and solving layout and graphic problems. Student work will be contracted on an individual basis. This course may be repeated for a total of 3 credits.

*Prerequisite: Permission of instructor.*

<b>ENG 141</b>	<b>Yearbook Practicum</b> (Cross-listed as COMM 141) (Replaces COMM 102)	<b>1 Credit</b>	<b>F, S</b>
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This course teaches students the process of book production through active participation in all stages of producing *Ripples*, the College yearbook. Student work will be contracted on an individual basis. This course may be repeated for a total of 3 credits.

*Prerequisite: Permission of instructor.*

<b>ENG 150</b>	<b>Introduction to Literary Study</b>	<b>3 Credits</b>	<b>S</b>
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The study of literary forms, including the short story, drama, and poetry, as well as basic approaches to literary criticism. Focus will include literary vocabulary and methods of interpretation. ENG 150 is an alternate means of fulfilling the general education requirement for ENG 102. English majors should take ENG 150 instead of ENG 102.

*Prerequisite: ENG 101 or GEC 101.*

<b>ENG 215</b>	<b>Science Fiction and Contemporary Issues</b>	<b>3 Credits</b>	<b>I</b>
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An interdisciplinary course that examines science fiction from a variety of perspectives, in both written and film media. The course concentrates on issues raised by science fiction to address the defining characteristics of humanness: physically, mentally, and spiritually. Some

topics include the human role as creator and/or created, as an evolving being, and as a technological construct. Ethical issues considered through this may include the responsibilities and limitations of humans, and the use and abuse of technology and power by humans.

*Prerequisite: ENG 101 or GEC 101.*

*General Education: Development of Western Culture, Contemporary.*

<b>ENG 216</b>	<b>Movies from Literature and as Literature</b>	<b>3 Credits</b>	<b>I</b>
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An introduction to the literary aspects of film. Some analyses cover movies derived from fiction, such as *Tom Jones*, and some treat movies without prior literary source but with a distinguished director, such as John Ford. An examination of the social role of film is included.

*Prerequisite: ENG 101 or GEC 101.*

*General Education: Development of Western Culture, Contemporary.*

*Alternate years; offered 2002 - 2003.*

<b>ENG 218</b>	<b>History of Motion Picture (Cross-listed as COMM 218) (Replaces THEA 305)</b>	<b>3 Credits</b>	<b>S</b>
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By examining key people, ideas, and techniques, the course presents an historical survey of the development of the motion picture into an art form. Class members will be required to attend on-campus screenings.

*Prerequisite: ENG 101 or GEC 101.*

*General Education: Development of Western Culture, Contemporary.*

*Alternate years; offered 2003 - 2004.*

<b>ENG 235</b>	<b>Literature of Southern Africa</b>	<b>3 Credits</b>	<b>I</b>
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The course will consider representative literature of Namibia, Botswana, South Africa, Zimbabwe and Mozambique, visiting those countries, if possible, to assess important historical, cultural and literary sites. The discussion from the reading will occur before and during the travel and will focus on the literature begun by colonization of Southern Africa, focusing on the conflict of Western values and assumptions with those of the indigenous peoples.

*Prerequisite: ENG 101 or GEC 101.*

*General Education: World Cultures or Global Diversity.*

<b>ENG 240</b>	<b>Russian Literature and Culture</b>	<b>3 Credits</b>	<b>I</b>
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A study of major writers of nineteenth- and early twentieth-century Russian literature. Texts are read in English translation. Some study of Russian culture and a brief acquaintance with Russian language included.

*Prerequisite: ENG 101 or GEC 101.*

*General Education: World Cultures or Global Diversity.*

<b>ENG 243</b>	<b>Native American Literature and Culture (Replaces ENG 343)</b>	<b>3 Credits</b>	<b>S</b>
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Anthropological survey of Native North American and Meso-American cultures, examining such features as traditional subsistence patterns, kinship structures, religious beliefs and practices, social and political structures, artistic expression, and intellectual history. Course will then focus on the literary heritage of Native American cultures, beginning with the oral tradition and storytelling, and continuing on to the "Native American Renaissance," the

proliferation of Native American authors and poets that began in the 1960s and continues to the present.

*Prerequisite: ENG 101 and 102; or GEC 101.*

*General Education: Global Diversity.*

**ENG 255                      Newspaper Writing                      3 Credits                      S**  
(Cross-listed as COMM 255)

Instruction in researching, investigating, and writing a newspaper story in a variety of formats and styles.

*Prerequisite: ENG 101 and 102; or GEC 101.*

*Alternate years; offered 2002 - 2003.*

**ENG 260                      Newspaper Editing                      3 Credits                      S**  
(Cross-listed as COMM 260)  
(Replaces ENG/COMM 360)

Fundamentals of newspaper editing, both in the editing of actual copy and in the larger context of editorial decision making. Students learn principles and styles of newspaper format, layout, and design as they relate to editorial policy and intent.

*Prerequisite: ENG/COMM 255 or permission of instructor.*

*Alternate years; offered 2003 - 2004.*

**ENG 275                      Traditional American Grammar                      3 Credits                      S**

A thorough overview of the mechanics, grammar, and syntax of American grammar as described in "traditional grammar." This course is open to any student with an interest in formal grammar but should not be considered a remedial course for underprepared writers. It will effectively prepare students certifying in education to teach grammar.

*Prerequisite: ENG 101 and 102; or GEC 101.*

**ENG 300                      Linguistics                      3 Credits                      S**

Linguistic analysis incorporating traditional grammar, phonology, structural linguistics, transformational-generative grammar, and the history of the English language.

*Prerequisite: ENG 101 and 102; or GEC 101.*

**ENG 310                      Advanced Composition                      3 Credits                      F or S**

Rhetorical analysis of academic discourse, with practice in writing academic and literary essays. Topics are determined in part by the individual's major field. Class is conducted as a writing workshop.

*Prerequisite: ENG 101 and 102; or GEC 101.*

**ENG 311                      Creative Writing                      3 Credits                      F**

An intensive workshop providing an opportunity to gain deeper insight into literary techniques and practices through the production of original short and longer works of fiction, poetry, drama, as well as creative expository forms. Students will develop a single, but substantial, literary project, defined by means of a contract with the instructor and unified by common themes. Group workshops and individual conferences will provide extensive feedback and critical response as the student progresses through the project.

*Prerequisite: ENG 101 and 102; or GEC 101; and permission of instructor.*

*Alternate years; offered 2002 - 2003.*



<b>ENG 312</b>	<b>Technical Writing</b>	<b>3 Credits</b>	<b>S</b>
Objective writing and editing to communicate technical material meaningfully to the general reader, with additional emphasis on oral presentation. The individual's major field serves as a source for topics.			
<i>Prerequisite: ENG 101 and 102; or GEC 101.</i>			
<b>ENG 314</b>	<b>Poetry Writing</b> (Replaces English 412)	<b>3 Credits</b>	<b>I</b>
An intensive workshop providing an opportunity to gain deeper insight into poetic techniques and practices through the production of original works of poetry. Students will develop a single, but substantial, poetic project, defined by means of a contract with the instructor and unified by common themes. Group workshops and individual conferences will provide extensive feedback and critical response as the student progresses through the project.			
<i>Prerequisite: ENG 101 and 102; or GEC 101; and permission of the instructor.</i>			
<b>ENG 315</b>	<b>Teaching Writing</b>	<b>3 Credits</b>	<b>S</b>
An introduction to writing instruction for prospective teachers and writing center tutors from all disciplines. The course incorporates current theoretical perspectives, applied linguistics, and research on the writing process to introduce classroom practices such as one-to-one conferencing, the writing workshop approach, and teaching in computer classrooms.			
<i>Prerequisite: ENG 101 and 102; or GEC 101.</i>			
<b>ENG 327</b>	<b>Biblical Themes in Literature</b> (Cross-listed as REL 327) (Replaces ENG/REL 305)	<b>3 Credits</b>	<b>I</b>
A study of literature inspired by the Bible. The focus is on reading and writing about how religious ideas are expressed in literature, how authors use specific biblical stories in their novels, and how various authors may differ in their retellings of the same story.			
<i>Prerequisite: ENG 101 and 102; or GEC 101.</i>			
<i>Alternate years; offered 2002- 2003.</i>			
<i>General Education: Literature.</i>			
<i>Development of Western Culture, Contemporary.</i>			
<b>ENG 330</b>	<b>Shakespeare</b>	<b>3 Credits</b>	<b>F</b>
A critical examination of Shakespeare's development as a dramatist and of his basic themes. Approximately twelve plays are studied.			
<i>Prerequisite: ENG 101 and 102; or GEC 101.</i>			
<i>General Education: Literature.</i>			
<i>Development of Western Culture, Renaissance/Early Modern.</i>			
<b>ENG 332</b>	<b>Arthurian Literature</b>	<b>3 Credits</b>	<b>I</b>
Examines the effect of the legends of King Arthur and his Knights, showing such ideas as the Holy Grail and the code of chivalry in modern retellings and appropriations of the medieval sources. An acquaintance with Malory's <i>Morte D'Arthur</i> is expected.			
<i>Prerequisite: ENG 101 and 102; or GEC 101.</i>			
<i>General Education: Literature.</i>			
<i>Development of Western Culture, Ancient/Medieval or Renaissance/Early Modern.</i>			



- ENG 333                      Irish Literature                      3 Credits                      I**  
 A study of Irish literature, including Celtic mythology. Late nineteenth-century and twentieth-century authors such as Yeats, Joyce, Synge, O'Casey, and Bowen will be emphasized. Some study of Irish political and cultural history will be included.  
*Prerequisite: ENG 101 and 102; or GEC 101.*  
*General Education: Literature.*  
*Development of Western Culture, Contemporary.*
- ENG 336                      Literature of the Black Experience                      3 Credits                      S**  
 Selected readings in the fiction, drama, poetry and non-fiction prose of major black writers, both African and African-American, with emphasis on the most influential authors, such as Douglass, Wright, Ellison, Achebe, Baldwin, and Morrison.  
*Prerequisite: ENG 101 and 102; or GEC 101.*  
*General Education: Literature.*  
*Development of Western Culture, Contemporary.*
- ENG 338                      Walt Whitman                      3 Credits                      I**  
 A critical examination of the poetry and prose of Walt Whitman, beginning with the 1855 edition of *Leaves of Grass* and following its evolution through nine editions to its final form. Considerable attention will be paid to the impact of Whitman's poetry on the development of American literature as a whole and on the legacy he left for subsequent generations of poets, both in America and elsewhere.  
*Prerequisite: ENG 101 and 102; or GEC 101.*  
*General Education: Literature.*  
*Development of Western Culture, Contemporary.*
- ENG 339                      Ibsen                      3 Credits                      I**  
 A study of the major dramatic work by this important Norwegian writer.  
*Prerequisite: ENG 101 and 102; or GEC 101.*  
*General Education: Literature.*  
*Development of Western Culture, Contemporary.*
- ENG 340:                      Chaucer                      3 Credits                      F**  
 A reading course in the works of Geoffrey Chaucer, the greatest writer of late medieval England. The focus of the course is on *The Canterbury Tales* and on *Troilus and Criseide*, but other major works are studied briefly. The principal purpose of the course is to study the themes, narrative techniques and style of Chaucer's poetry with attention to the cultural background of the age in which he wrote and the value of his achievement for English literary heritage. Attention is given to themes of chivalric romance, courtly love, anti-clerical satire and genial comedy.  
*Prerequisite: ENG 101 and 102; or GEC 101.*  
*General Education: Literature.*  
*Development of Western Culture, Ancient/Medieval.*
- ENG 345                      Literature for Children                      3 Credits                      S**  
 (Replaces ENG 250)  
 Development and analysis of the major types of children's literature are addressed, including picture books, poetry, fables, folktales, fantasy, realism, and historical fiction. Students read and analyze classic examples of each type.

*Prerequisite: ENG 101 and 102; or GEC 101.*

*General Education: Literature.*

**ENG 347                      Nineteenth-Century Children's Literature                      3 Credits                      I**

(Replaces ENG 245)

A study of works written during the first golden age of children's literature. Students will study examples of the century's proliferating types of fiction (fantasy, adventure, domestic and exotic realism), compare original literary texts to filmed adaptations, investigate the influence of folktales upon children's literature, and become acquainted with some of the best illustrators and writers for children of the period.

*Prerequisite: ENG 101 and 102; or GEC 101.*

*General Education: Literature.*

*Development of Western Culture, Contemporary.*

**ENG 350                      Literature for Young Adults                      3 Credits                      S**

Survey of texts read by children in the upper elementary grades through high school. Course content will focus on critical reading of the literature but will also include a variety of teachers' classroom approaches to texts.

*Prerequisite: ENG 101 and 102; or GEC 101.*

*General Education: Literature.*

**ENG 385                      Modern Literature                      3 Credits                      F**

A study of the modernist movement in British and American literature. Focus is given to poetry and fiction written between the two World Wars. Authors studied may include James Joyce, W. B. Yeats, T. S. Eliot, Virginia Woolf, E. M. Forster, Ezra Pound, Ernest Hemingway, Robert Frost, William Faulkner, William Carlos Williams, Wallace Stevens, W. H. Auden, and Dylan Thomas.

*Prerequisite: ENG 101 and 102; or GEC 101.*

*General Education: Literature.*

*Development of Western Culture, Contemporary.*

**ENG 386                      Modern and Contemporary Poetry                      3 Credits                      I**  
(Replaces ENG 410)

The works of major British and American poets of the twentieth century, from Yeats through contemporary poets.

*Prerequisite: ENG 101 and 102; or GEC 101.*

*General Education: Literature.*

*Development of Western Culture, Contemporary.*

**ENG 401, 402                      American Literature I, II                      3 Credits each                      F, S**

The first course studies the development of American literature from the Colonial period up through the Revolution, then continues on to the American Renaissance of the mid-nineteenth century, and culminates with the late nineteenth-century American Realism. The Transcendentalism, Realism, and Naturalism are examined. The second course begins with the twentieth century and the Modernist period and then continues to the present. Modernism, Imagist poetry, New Criticism, Objective poetry, Existentialism, Confessional poetry, Post-modernism, the Beat movement, black humor and metafiction of the 1950s and 60s, as well as various multicultural perspectives will be examined.

*Prerequisite: ENG 101 and 102; or GEC 101.*

*General Education: Literature.*

**ENG 405, 406      English Literature I, II      3 Credits each      F, S**

The first course studies the development of English literature from its Anglo-Saxon beginnings through the Middle Ages, Renaissance, Restoration, and eighteenth century. The second course addresses English literature beginning with Romanticism and continuing through the Victorian age to the present.

*Prerequisite: ENG 101 and 102; or GEC 101.*

*General Education: Literature.*

*ENG 405: Development of Western Culture,  
Ancient/Medieval or Renaissance/Early Modern;  
ENG 406: Development of Western Culture,  
Contemporary.*

**ENG 420      British Novel      3 Credits      S**

A study of works illustrating the development of the British novel, including such authors as the following: Defoe, Fielding, Austen, Dickens, Thackeray, the Brontës, Eliot, Hardy, Conrad, Lawrence, Joyce, Woolf, and Forster.

*Prerequisite: ENG 101 and 102; or GEC 101.*

*General Education: Literature.*

*Development of Western Culture, Renaissance/  
Early Modern or Contemporary.*

**ENG 421      American Novel      3 Credits      S**

Development of the American novel from its late eighteenth, early nineteenth-century Gothic and Romantic beginnings, through the American Renaissance, the Realistic period, the Modernist period, and into the Post-modernist period. Major authors may include the following: Twain, Melville, Fitzgerald, Faulkner, Ellison, Mailer, Heller, Kerouac, Silko, Morrison, and Robbins.

*Prerequisite: ENG 101 and 102; or GEC 101.*

*General Education: Literature.*

*Development of Western Culture, Contemporary.*

**ENG 450      Senior Seminar      3 Credits      F**

An in-depth, graduate-level seminar examining a special literary topic or a literary figure, or figures, to be chosen by the instructor. Students will explore both the primary sources and the critical and theoretical context of those sources in order to produce a substantial essay which significantly contributes to the ongoing critical discussion.

*Prerequisite: Minimum of eighteen hours of English course work.*

## **FAMILY AND CONSUMER SCIENCES**

A major in Family and Consumer Sciences consists of a minimum of 30-41 credits depending upon the area of specialization. A Family and Consumer Sciences major may be earned in any of the following four areas of specialization: Family and Consumer Sciences Education; General Family and Consumer Sciences; Fashion Merchandising; and Interior Design. A major in Nutrition and Wellness is also offered.

**FOR INFORMATION ON CAREERS IN FAMILY AND CONSUMER SCIENCES, VISIT THE OFFICE OF CAREER SERVICES OR GOTO: <http://www.bridgewater.edu/departments/career/con-sci.htm>**

### **FAMILY AND CONSUMER SCIENCES EDUCATION**

Designed for those seeking certification to teach in secondary schools with an endorsement in Family and Consumer Sciences (Work and Family Studies). Requires a minimum of 41 credits in Family and Consumer Sciences including:

FCS 102	Clothing Selection and Construction	3 Credits
FCS 110	Orientation to Family and Consumer Sciences Professions	3 Credits
FCS 201	Food Science	3 Credits
FCS 321	Housing	3 Credits
FCS 340	Methods of Teaching & Communicating FCS	3 Credits
FCS 400	Early Childhood Education	3 Credits
FCS 412	Family and Consumer Sciences Curriculum & Instruction	3 Credits
FCS 430	Family Management	3 Credits
FCS 471	Senior Seminar	2 Credits

And one additional course numbered 300 or above in each of the five areas of Family and Consumer Sciences: *textiles/clothing; nutrition/foods; child development/family life; interior design/housing; and consumer studies/management.* 15 Credits

In addition the following education courses are required for certification.

EDUC 100	Teaching as a Profession	1 Credit
EDUC 200	Developmental Psychology for the Classroom: Birth to Adolescence	3 Credits
EDUC 201	Field Experience I	1 Credit
EDUC 202	Field Experience II	1 Credit
EDUC 215	Exceptional Student in the Classroom	3 Credits
EDUC 260	Practicum in Current Teaching Techniques	3 Credits
EDUC 301	Field Experience III	1 Credit
EDUC 302	Field Experience IV	1 Credit
EDUC 335	Foundations of Literacy Development	5 Credits
EDUC 370	Classroom Management	3 Credits
EDUC 440	Foundations of American Education	2 Credits
EDUC 470	Professional Student Teaching Experience	12 Credits
EDUC 475	Senior Seminar	1 Credit

(taken concurrently with EDUC 470)

## GENERAL FAMILY AND CONSUMER SCIENCES

Required are a minimum of 32 credits in Family and Consumer Sciences including FCS 110 and FCS 471 and at least one course in each of the five areas of Family and Consumer Sciences: *textiles/clothing; nutrition/foods; child development/family life; interior design/housing; and consumer studies/management.*

Remaining required credits are to be selected in consultation with the student's advisor based on career objective (e.g., preK-6 certification, day care, community services, gerontology).

## FASHION MERCHANDISING

Required are 32 credits, consisting of 20 credits from Family and Consumer Sciences and 12 credits in supporting fields including business, communications, or art. It is highly recommended for fashion merchandising majors to double major in business administration or to minor in business administration.

Required courses from Family and Consumer Sciences are:

FCS 102	Clothing Selection and Construction	3 Credits
FCS 110	Orientation to Family and Consumer Sciences Professions	3 Credits
FCS 230	Textiles	3 Credits
FCS 304	Fashion Merchandising	3 Credits
FCS 306	Fashion Promotion	3 Credits
FCS 401	Historic Costume	3 Credits
FCS 471	Senior Seminar	2 Credits

## INTERIOR DESIGN

Required are:

FCS 110	Orientation to Family and Consumer Sciences Professions	3 Credits
FCS 230	Textiles	3 Credits
FCS 303	Applied Design	3 Credits
FCS 321	Housing	3 Credits
FCS 322	Interior Design I	3 Credits
FCS 323	Interior Design II	3 Credits
FCS 324	20 <sup>th</sup> Century Interiors	3 Credits
FCS 330	Household Equipment	3 Credits
FCS 425	Family Economics	3 Credits
FCS 471	Senior Seminar	2 Credits
ART 120	Introduction to Visual Design	3 Credits
ART 130	Introduction to Drawing and Composition	3 Credits
ART 200	Survey of Art History (prehistory to 1400)	
or		
ART 201	Survey of Art History (1400 to present)	3 Credits
BUS 120	Survey of Business	3 Credits

A minor in Family and Consumer Sciences consists of 18 semester hours, nine hours of which must be chosen from courses numbered 300 or above.

## **NUTRITION AND WELLNESS**

A major in Nutrition and Wellness consists of:

FCS 240	Contemporary Nutrition and Wellness	3 Credits
FCS 350	Lifespan Nutrition and Wellness	3 Credits
FCS 355	Nutrition for the Athlete	3 Credits
FCS 455	Community Nutrition	3 Credits
ES 300	Personal and Community Health	3 Credits
ES 320	Kinesiology	3 Credits
ES 325	Principles of Health and Physical Fitness Assessment	3 Credits
ES 335	Physiology of Exercise	3 Credits
ES 427	Health Promotion and Wellness	3 Credits
BIOL 305	Introduction to Human Anatomy	3 Credits
CHEM 200	Fundamentals of Organic and Biochemistry	4 Credits
MATH 200	Introduction to Statistics	3 Credits
SOC 355	Counseling and Personal Development	3 Credits

The following courses are recommended electives to be chosen according to career objectives:

FCS 250	International Foods and Nutrition	3 Credits
FCS 460	Professional Family & Consumer Sciences Practicum	3 or 6 Credits
ES 205	Introduction to the Allied Health Professions	3 Credits
ES 480	Internship	3 Credits
BIOL 207	Organisms I	4 Credits
CHEM 405	Biochemistry	3 Credits

And any fitness activity course

A minor in Nutrition and Wellness consists of:

FCS 240	Contemporary Nutrition and Wellness	3 Credits
FCS 355	Nutrition for the Athlete	3 Credits
BIOL 305	Introduction to Human Anatomy	3 Credits
CHEM 200	Fundamentals of Organic and Biochemistry	4 Credits
ES 300	Personal and Community Health	3 Credits
ES 325	Principles of Health and Physical Fitness Assessment	3 Credits
ES 335	Physiology of Exercise	3 Credits
ES 427	Health Promotion and Wellness	3 Credits

**FCS 102      Clothing Selection and Construction      3 Credits      F**  
Factors influencing fashion, including the sociological and psychological aspects of clothing, wardrobe analysis, and basic construction.  
*Alternate years; offered 2002 - 2003.*

**FCS 110      Orientation to Family and      3 Credits      F**  
**Consumer Sciences Professions**  
An exploration of the field of Family and Consumer Sciences and its career opportunities.



**FCS 201                      Food Science                      3 Credits                      F**

Scientific principles involved in basic cookery are investigated with emphasis on quality characteristics and product evaluation. Structure, composition, and nutritive value of foods are studied as well as food selection, storage, preparation, processing, and meal management techniques.

*Alternate years; offered 2002 - 2003.*

**FCS 230                      Textiles                      3 Credits                      S**

Textile fibers, texts for identification, yarn and fabric constructions, methods of finishing, characteristics, uses and economics of textiles.

*Alternate years; offered 2003 - 2004.*

**FCS 240                      Contemporary Nutrition and Wellness                      3 Credits                      F**

Basic nutrition concepts, nutrition needs throughout the life cycle, and current nutrition issues.

**FCS 250                      International Foods and Nutrition                      3 Credits                      F, S**

The importance of food and nutrition in individual lives, communities, and nations. This course develops an understanding of food customs and the influence of culture and religion on food habits, with emphasis on the non-western or Third World nations. Problems in nutrition and solutions currently being tried or projected through national, international, and voluntary agencies are studied. Laboratory experiences emphasize cultural influences on food ways.

*General Education: Global Diversity or World Cultures.*

**FCS 303                      Applied Design                      3 Credits                      F**

Basic methodology of working with materials in special projects useful in interior design. Projects to be included are: furniture refinishing, upholstering, seat caning, window treatments, slipcovering, picture framing, and accessorizing.

*Alternate years; offered 2003 - 2004.*

**FCS 304                      Fashion Merchandising                      3 Credits                      I**

Consideration of the major factors involved in the buying and merchandising of fashion products. Discussion of the dynamics of fashion: consumer buying, patterns, fashion buying, and fashion makers and retailers. A tour of New York City is included with visits to fashion retail merchandisers, pattern companies, fashion magazines and other fashion and merchandising related organizations.

**FCS 306                      Fashion Promotion                      3 Credits                      S**

Investigation and application of effective promotional procedures of retail organizations including display, publicity, fashion show production, and various modes of advertising.

*Prerequisite: FCS 304 or permission of instructor.*

*Alternate years; offered 2002 - 2003.*

**FCS 312                      Perspectives on Aging                      3 Credits                      F**

Geriatrics with emphasis on current issues including family and societal responsibilities, housing, clothing, economics, and nutritional needs. Opportunities are provided for observation of residential and intermediate facilities and for field experiences with appropriate agencies.

*Offered on demand.*

**FCS 319                      Contemporary Family Relationships                      3 Credits                      F**  
 Designed to analyze family and interpersonal relationships from a variety of conceptual frameworks to gain an understanding of the changes in society relative to marriage and family. Emphasis is placed upon the reciprocal impacts of relationships within the family and a person's relationships to individuals and organizations outside the family. Knowledge and skills that facilitate an individual's choices and actions are examined.

**FCS 320                      Sociology of the Family                      3 Credits                      F**  
 (Cross-listed as Sociology 320)  
 Examination of the human family historically and comparatively in various cultures with major emphasis placed upon the modern American family. Included are such topics as the diversity of family structures, the social construction of emotions, gender expectations and roles, parenting, the life cycle, and family tensions.

**FCS 321                      Housing                      3 Credits                      S**  
 Aesthetic and economic factors and current problems in planning for family housing needs.  
*Alternate years; offered 2003 - 2004.*

**FCS 322                      Interior Design I                      3 Credits                      S**  
 The interior environment of the home; selection, use, and care of home furnishings.  
*Prerequisite: Art 120.*  
*Alternate years; offered 2002 - 2003*

**FCS 323                      Interior Design II                      3 Credits                      F**  
 An advanced course in architectural interiors, including recent developments in lighting and acoustical technology. Included are the history, function, and planning of architecture; interior design in current practice; introduction to interior construction and mechanical systems; and over-view of the total profession.  
*Prerequisite: FCS 322 or permission of instructor.*  
*Alternate years; offered 2003- 2004.*

**FCS 324                      20<sup>th</sup> Century Interiors                      3 Credits                      I**  
 A survey of interiors from 1900 to the present. Emphasis will be placed on the relationship of architecture and interior furnishings to the economic, political, religious, social and technical climate of the times.  
*Prerequisite: FCS 323.*

**FCS 330                      Household Equipment                      3 Credits                      F**  
 Principles involved in intelligent choice, care, and efficient operation of equipment in the home. Consideration is given to research findings and technological advances.  
*Alternate years; offered 2003 - 2004.*

**FCS 340                      Methods of Teaching and                      3 Credits                      F**  
**Communicating Family and Consumer Sciences**  
 Objectives, organization of materials, planning, special methods and techniques of communicating Family and Consumer Sciences. Consideration is given to current trends in Family and Consumer Sciences education and to presenting Family and Consumer Sciences to the general public. Organizational techniques and effective teaching methods and strategies are discussed to ensure the teaching of the content areas of the secondary Virginia Standards of Learning and the Family and Consumer Sciences National Standards.

*Prerequisite: Junior classification.*

*Offered on demand.*

**FCS 350                      Life Span Nutrition and Wellness                      3 Credits                      I**  
Nutritional needs throughout each phase of the life cycle are emphasized. Instructional delivery appropriate to each age group is stressed.

**FCS 355                      Nutrition for the Athlete                      3 Credits                      S**  
A study of the effects of nutrition on the well being of the athlete and the relationship of good nutrition to optimum performance.

*Prerequisite: FCS 240.*

**FCS 400                      Child Growth and Development                      3 Credits                      F, S**  
Physical, psychological, and social development of the child from conception through puberty. Provisions are made for observing and working with preschool children.

*Prerequisite: Sophomore, Junior, or Senior classification.*

**FCS 401                      Historic Costume                      3 Credits                      S**  
Historical, literary, and artistic background of the costume of various countries from early civilizations to the present.

*Prerequisite: History 105 or 110.*

*Alternate years; offered 2002 - 2003.*

**FCS 408                      Parent and Child Relationships                      3 Credits                      F**  
Parent-child interactions through the child rearing years. The roles of parents, the changing nature of the parent-child relationships throughout life-cycle stages, and changes in contemporary family structures with concomitant effects on parent-child relations are considered.

*Alternate years; offered 2003 - 2004.*

**FCS 412                      Family and Consumer Sciences                      3 Credits                      F, S**  
**Curriculum and Instruction**

This course is designed to address instructional practice, management, and evaluation appropriate for the secondary Family and Consumer Sciences classroom. Laws governing vocational education, its management and guidance and its relationship to state and national programs is considered. Experiences with the Family and Consumer Sciences student organization, FHA/HERO, will be provided.

*Offered on demand.*

**FCS 425                      Family Economics                      3 Credits                      F**  
Principles of economic systems in relation to standards in selection of goods and services and sources of reliable consumer information.

*Prerequisite: Economics 200.*

**FCS 430                      Family Management                      3 Credits                      F**  
Management process and its significance on the quality of life experienced by families with consideration of values, goals, standards, decision making and resources.

*Prerequisite: Junior or Senior classification.*

*Alternate years; offered 2003 - 2004.*

<b>FCS 455</b>	<b>Community Nutrition</b>	<b>3 Credits</b>	<b>S</b>
A study of the health and nutritional concerns and needs of a community; the nutritional services available to the community; preventive nutrition practices; and the process involved in identifying, designing, and implementing programs for the community.			
<i>Prerequisite: FCS 240.</i>			
<i>Alternate years; offered 2002 - 2003.</i>			
<b>FCS 460</b>	<b>Professional Family and Consumer Sciences Practicum</b>	<b>3 or 6 Credits</b>	<b>F, I, S</b>
Field experiences in occupations related to Family and Consumer Sciences. Opportunities, qualifications, skills, and professional standards and ethics are studies. Two hours per week in class and a minimum of 100 (3 credits) or 200 (6 credits) hours of field experiences.			
<i>Prerequisite: Senior Classification.</i>			
<b>FCS 471</b>	<b>Senior Seminar</b>	<b>2 Credits</b>	<b>F</b>
A capstone course emphasizing goal setting as well as personal and professional development and leadership skills. Involvement in professional organizations, the immediate and global community and service will be encouraged. Special topics and problems will be developed according to the individual's specialization and professional interests.			
<b>FCS 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>FCS 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>FCS 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>FCS 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **FOREIGN LANGUAGES**

A major or minor in a foreign language allows students to develop their practical language skills and cultural knowledge for use in graduate school, or in professional fields such as business, government service, medicine, social work, and education.

A major in French or Spanish consists of a minimum of 36 credits in courses numbered 300 or above, and participation in the junior year in Brethren Colleges Abroad (see page 27 for a description of the Brethren Colleges Abroad Program) or equivalent. Waivers and substitutions to this requirement will be considered by the Vice President and Dean for Academic Affairs upon petition by the student. Appropriate conditions for granting a waiver or substitution may include, but are not limited to, academic, health, and financial considerations.

**FOR INFORMATION ON CAREERS IN FOREIGN LANGUAGES, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: <http://www.bridgewater.edu/departments/career/for-lang.htm>**

Courses numbered 201 and 202 are prerequisite to all courses of a higher number taught in the language unless the department determines that a student is otherwise qualified.

### **FRENCH**

The French major will consist of a minimum of 36 credits including 8 courses on campus and a BCA or equivalent experience. Senior majors will prepare a capstone paper and present it during a course in their senior year. The major is distributed as follows:

Eighteen credits of required courses:

FREN 301, 302	Advanced Grammar and Composition I, II
FREN 310	Advanced Conversation and Diction
FREN 320	French Civilization and Culture
FREN 401 or 402	One survey of French Literature course
FREN 300 or 403	One Francophone course

Six credits in electives from the corpus of French courses numbered 300 or above.

A minor in French consists of 21 credits and is distributed as follows:

FREN 301, 302	Advanced Grammar and Composition I, II
FREN 310	Advanced Conversation and Diction
FREN 320	French Civilization and Culture
French 401 or 402	One survey of French Literature course

Six credits in electives from the corpus of French courses numbered 300 or above:

<b>FREN 101, 102</b>	<b>Elementary French</b>	<b>3 Credits</b>	<b>F, S</b>
Introduction to the structure and practice of modern French through the skills of speaking, listening, reading, writing and culture.			

*Prerequisite to FREN 102: FREN 101 or placement.*

- FREN 201, 202 Intermediate French 3 Credits F, S**  
 Strengthening the skills of speaking, listening, reading, writing and culture at the intermediate level. Modern cultural and literary texts are included.  
*Prerequisite to FREN 201: FREN 102 or placement*  
*Prerequisite to FREN 202: FREN 201 or placement*
- FREN 111 Intermediate Conversation I 1 Credit F**  
 Optional practice in speaking French at the intermediate level. Student must be concurrently enrolled in French 201
- FREN 112 Intermediate Conversation II 1 Credit S**  
 Optional practice in speaking French at the intermediate level. Student must be concurrently enrolled in French 202.
- FREN 300 French Colonial Empire 3 Credits I**  
 The French Colonial Empire: how it came into being, the social and historical development of the separate colonies, the period of liberation, and its modern day form. The course is taught in English.  
*General Education: Global Diversity or World Cultures.*
- FREN 301, 302 Advanced Grammar and Composition I, II 3 Credits each F, S**  
 Study and analysis of advanced grammatical structures, translation exercises and composition work.  
*Prerequisite for FREN 302: FREN 301*  
*Offered in 2003 - 2004*
- FREN 303 Creative Writing 3 Credits S**  
 Analysis of structure and style; exercises in composition; special attention to idiomatic use of language; practical experience in writing poetry, prose and drama.
- FREN 305 Paris and the Provinces 3 Credits I**  
 A 2 week visit to historical and cultural sites in France. It begins in Paris and the surrounding areas (Versailles and Chartres); then on to the provinces to see the French chateaux of the Loire Valley, the medieval walled city of Carcassonne, the Mediterranean Sea at Nice. Time is spent in the Alsace region visiting Strasbourg.  
*General Education: Europe list.*
- FREN 310 Advanced Conversation and Diction 3 Credits S**  
 Expansion of listening and speaking skills. A study of French phonetics to improve pronunciation skills. Emphasis on development of oral communication skills sufficient to discuss complex issues and express abstract ideas.  
*Prerequisite: Permission of instructor*  
*Offered: 2003 - 2004*
- FREN 320 French Culture and Civilization 3 Credits F**  
 An introduction to French culture and its historical development through the French Revolution. Emphasis is on the intellectual, artistic, political, social, economic, and educational factors. Given in French.  
*General Education: Europe list.*



<b>FREN 325</b>	<b>Modern French Culture</b>	<b>3 Credits</b>	<b>S</b>
An introduction to French culture and its historical development after the Fall of the Ancient Regime and a study of modern-day France, including geography, and consideration of intellectual, artistic, political, social, economic and educational factors. Given in French.			
<i>Prerequisite: FREN 320 or permission of instructor</i>			
<i>General Education: Europe list.</i>			
<b>FREN 360</b>	<b>Special Topics</b>	<b>3 Credits</b>	<b>F, I, S</b>
Devoted to a subject chosen from the corpus of French/Francophone language, civilization, and literature. Possible topics include French African literature, phonetics, drama, French Canadian literature, civilization and culture of the French Caribbean, genre studies, business French. The course may be taken more than once, provided different topics are covered. Given in French			
<i>General Education: Global Diversity or World Cultures or Europe list, depending on topic.</i>			
<b>FREN 400</b>	<b>Foreign Language and ESL Teaching for Proficiency</b>	<b>3 Credits</b>	<b>S</b>
(Cross-listed as SPAN 400)			
Covers materials on instructional practice and evaluation techniques as they relate to the teaching of foreign languages and ESL. Materials and discussions are focused on the central them of how to "contextualize" language instruction and how to run a proficiency-oriented classroom. Given in English.			
<b>FREN 401</b>	<b>Survey of French Literature I</b>	<b>3 Credits</b>	<b>F</b>
Representative French authors from the Middle Ages through the eighteenth century including social and historical background. Given in French.			
<i>General Education: Humanities: Literature.</i>			
<b>FREN 402</b>	<b>Survey of French Literature II</b>	<b>3 Credits</b>	<b>F</b>
Representative French authors from the nineteenth and twentieth centuries. Social and historical background is included. Given in French.			
<i>General Education: Literature.</i>			
<b>FREN 403</b>	<b>Survey of Francophone Literature</b>	<b>3 Credits</b>	<b>I</b>
Writings of representative Francophone authors (African, Caribbean, Quebecois), primarily of short stories, poetry and plays. Given in English.			
<i>General Education: Literature.</i>			
<b>FREN 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>FREN 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>FREN 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>FREN 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

<b>GER 101, 102</b>	<b>Elementary German</b>	<b>3 Credits</b>	<b>F. S.</b>
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*Prerequisite to GER 102: GER 101 or placement.*

Strengthening the skills of speaking, listening, reading, writing and culture at the intermediate level. Modern cultural and literary texts are included.

*Prerequisite to GER 201: GER 102 or placement*

*Prerequisite to GER 202: GER 201 or placement*

The Spanish major will consist of a minimum of 36 credits including 8 courses on campus and a BCA or equivalent experience. Senior majors will prepare a capstone paper and present it during a course in their senior year. The major is distributed as follows:

**Eighteen credits of required courses:**

SPAN 301, 302	Advanced Grammar and Composition I, II
SPAN 310	Advanced Conversation and Diction
SPAN 320	Hispanic Cultures and Civilization
SPAN 401	Introduction to Hispanic Literature
SPAN 402	Topics in Spanish and Latin American Literature

**Six credits in electives from the corpus of Spanish courses numbered 300 or above.**

A minor in Spanish consists of 21 credits and is distributed as follows:

SPAN 301, 302	Advanced Grammar and Composition I, II
SPAN 310	Advanced Conversation and Diction
SPAN 320	Hispanic Cultures and Civilizations
SPAN 401	Introduction to Hispanic Literature

Six credits in electives from the corpus of Spanish courses numbered 300 or above.

Introduction to the structure and practice of modern Spanish through the skills of speaking, listening, reading, writing and culture.

*Prerequisite to SPAN 102: SPAN 101 or placement.*

- SPAN 201, 202 Intermediate Spanish 3 Credits each F, S**  
 Strengthening the skills of speaking, listening, reading, writing and culture at the intermediate level. Modern cultural and literary texts are included.  
*Prerequisite to SPAN 201: SPAN 102 or placement*  
*Prerequisite to SPAN 202: SPAN 201 or placement*
- SPAN 300 Introduction to the Cultures of the World 3 Credits F, I**  
**that Speak Spanish**  
 This course is about the diversity of the people and cultures that make up the Hispanic world and about the importance of the past to the present and how it will shape its future. The course is designed to help students understand and appreciate our neighbors to the south, using Mexico as a microcosm of the Hispanic world. This course is taught in English.  
*General Education: Global Diversity or World Cultures.*
- SPAN 301, 302 Advanced Grammar and Composition I, II 3 Credits each F**  
 An advanced study of the most important grammatical structures of Spanish, and extensive practice of these structures in the context of the skill areas of listening, speaking, reading, writing, and cultural competency. SPAN 301 and 302 materials are coordinated and best taken together in the same semester.
- SPAN 303 Aztecs, Mayas, and Incas 3 Credits I**  
 A study of three important pre-Columbian Indian civilizations of Latin America. Discussions focus on such topics as social structure and customs, rites and ceremonies, religion and mythology, and art and music. Taught in English. Credit available for Spanish majors or minors upon completion of a Spanish language component.  
*General Education: Global Diversity or World Cultures.*
- SPAN 304 Hispanic Life in Puerto Rico 3 Credits I**  
 A study of Spanish cultural life in this Caribbean Island. Tours will be given to acquaint students with geographic and historic Puerto Rico.  
*General Education: Global Diversity or World Cultures.*
- SPAN 306 Mexican Culture 3 Credits I**  
 History, culture, and geography of Mexico are studied in preparation for a two-week study tour of Mexico City with excursions to outlying places of interest. Experiences include the silver mining tour of Taxco, Chapultepec Castle, Archeological Museum, bullfights, Folkloric Ballet of Mexico, a movie in Spanish, the pyramids of Teotihuacán, and a trip to the Yucatan including visits to the pyramids of Chichen Itza, Cancún, and to the island *Isla Mujeres*.  
*General Education: Global Diversity or World Cultures.*
- SPAN 308 Spanish Life and Culture 3 Credits I**  
 Castle hopping in Spain. History, culture, and geography of Spain are studied by traveling from the austere medieval castles in the Central region to the lush Islamic palaces in southern Spain. A day trip to northern Africa is included.  
*General Education: Europe List.*
- SPAN 310 Advanced Conversation and Diction 3 Credits S**  
 Expansion of listening and speaking skills. Emphasis on development of oral communication skills sufficient to discuss complex issues and express abstract ideas.

- SPAN 320      Hispanic Culture and Civilization      3 Credits      F**  
 The historical development of Spain and Latin America. Emphasis is on the intellectual, artistic, political, social, economic, and educational factors. Given in Spanish.  
*General Education: Global Diversity or World Cultures..*
- SPAN 325      Modern Spanish Culture      3 Credits      S**  
 The historical development of Spain from the outbreak of the Spanish Civil War to Spain's entry into the European community; political, social, and educational institutions; and movements in art and music. Emphasis is on Spain's transition to democracy upon the death of General Francisco Franco. Given in Spanish.  
*General Education: Europe List.*
- SPAN 360      Special Topics      3 Credits      F, I, S**  
 Devoted to a subject chosen from the corpus of Hispanic language, culture and civilization. Possible topics include phonetics, community outreach and Hispanic Curriculum in the Public Schools, creative writing, business Spanish. A student is allowed to take the course more than once, provided different topics are covered.  
*General Education: Global Diversity or World Cultures or Europe list, depending on topic.*
- SPAN 400      Foreign Language and ESL Teaching      3 Credits      S**  
**for Proficiency**  
 (Cross-listed as French 400)  
 Covers materials on instructional practice and evaluation techniques as they relate to the teaching of foreign languages and ESL. Materials and discussions are focused on the central theme of how to "contextualize" language instruction and how to run a proficiency-oriented classroom. Given in English.
- SPAN 401      Introduction to Hispanic Literature      3 Credits      S**  
 An introduction to literary studies, this course will provide beginning Spanish majors with the basic terminology and concepts involved in textual analysis. Readings will include a selection of texts by representative Hispanic authors from four genres: short story, poetry, drama, and/or the novel. Practice in writing analytical essays and examinations on literary topics will prepare the student for more advanced courses of Spanish and Spanish American literature. Papers and exams will be written in Spanish.  
*General Education: Literature.*
- SPAN 402      Topics in Spanish and Latin American      3 Credits      F**  
**Literature**  
 Changing topics. Representative authors, works, and literary movements of Spain and Latin America, including social and historical background. Possible topics include the Latin American "Boom" novel, Contemporary Spanish and Latin American Fiction Written by Women.  
*General Education: Literature.*
- SPAN 403      Masterpieces of Hispanic Literature      3 Credits      F**  
 The objective of the course is to introduce students who are not necessarily fluent in Spanish to major works of Hispanic writers. This class is conducted in English.  
*General Education: Literature.*

<b>SPAN 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>SPAN 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>SPAN 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>SPAN 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>



## **HEALTH AND EXERCISE SCIENCE**

The Department of Health and Exercise Science provides a framework for those students considering a career in the allied health sciences, coaching, education, recreation and fitness. The classroom and practical experiences prepare students for entering the workforce or graduate studies following graduation. A graduate of this department could complete his or her academic experience with certifications in several areas. Rarely is this level of marketability achieved at the undergraduate level.

A major in Health and Exercise Science consists of not less than 44 credits, including three activity courses of which one must be swimming, and ES courses numbered 201, 300, 310, 320, 335, 350, 360, 364, 365, 368, 385, 426, and 440; and BIOL 305. In addition to the above requirements, students seeking teaching certification in Health and Exercise Science must complete EDUC 100, 200, 201, 202, 210, 215, 260, 301, 302, 335, 440, 470, 475; a minimum of 4 credits from ES 371-379 and ES 340. This major can provide the student with career opportunities in education, coaching, recreation, industrial fitness and other broad fitness areas.

A major in Allied Health Science consists of 44 credits including ES courses numbered 201, 300, 320, 325, 329, 335, 360, 427, 429 and 440; MATH 200; BIOL 305 and 314; CHEM 125; and FCS 240. Graduates with this major are eligible to sit for certifications from the American College of Sports Medicine, National Strength and Conditioning Association and American Council on Exercise. Graduates are also eligible to apply for admission in graduate schools of physical therapy, occupational therapy and cardiac rehabilitation.

A minor in coaching consists of ES 310, 335, 360, 368, 440, three courses from ES 371-380, and ES 480. This minor may not be taken with a major in Health and Exercise Science.

The Athletic Training Major is designed for individuals looking to prepare for an allied health career in athletic training. In addition, the major provides an added avenue for students interested in pursuing graduate studies in physical therapy or occupational therapy. This major consists of 48 credits from the following courses: AT 200, 206, 300, 301, 305, 370 and 470; BIOL 305 and 314; FCS 240 and 355; ES 300, 320, 335 and 360. This major requires specific admissions standards and are outlined along with the course descriptions following the Health and Exercise Science section.

A major in Nutrition and Wellness consists of FCS 240, 350, 355, 455, ES 300, 320, 325, 335, 427; BIOL 305; CHEM 200; MATH 200; and SOC 355. The following courses are recommended electives to be chosen according to career objectives: FCS 250 and 460; ES 205 and 480; BIOL 207; CHEM 405; and any fitness activity course.

A minor in Nutrition and Wellness consists of FCS 240 and 355; BIOL 305; CHEM 200; and ES 300, 325, 335, and 427.

The Health and Exercise Science Department offers **pre-professional** programs in Occupational Therapy and Physical Therapy. Interested students should contact Barbara H. Long in the Health and Exercise Science Department.

**FOR INFORMATION ON CAREERS IN HEALTH AND EXERCISE SCIENCE, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: <http://www.bridgewater.edu/departments/career/hlth-exer.htm>**

Physical activity for a lifetime is important in the development of the whole person. Learning to use activities that can develop new physical skills and awareness is an objective of the department of Health and Exercise Science.

Skill development in physical activity is a part of the general education program. Each activity course meets 30 hours a semester and carries one credit.



No more than four credits in activity courses may be applied toward graduation. The activities offered are listed below. All activities will meet the General Education requirement.

ES 110	Archery	1 Credit	F, S
ES 115	Badminton	1 Credit	S
ES 120	Bowling	1 Credit	F, S
ES 123	Ballet	1 Credit	F, S
ES 126	Aerobic Dancing	1 Credit	F, S
ES 135	Golf	1 Credit	F, S
ES 145	Handball-Racquetball	1 Credit	S
ES 152	Snow Skiing	1 Credit	I, S
ES 162	Swimming	1 Credit	F, S
ES 163	Aquarobics	1 Credit	F, S
ES 165	Tennis	1 Credit	F, S
ES 175	Conditioning and Weight Training	1 Credit	F, S
ES 177	Fitness-Jogging	1 Credit	F, S
ES 180	Fitness and Weight Control	1 Credit	S
ES 185	Horseback Riding	1 Credit	F, S
ES 190	Cycling	1 Credit	F
ES 362	Lifeguard Training	1 Credit	S

**ES 105                      Wellness                      2 Credits                      F, S**

An interdisciplinary course examining the principles of wellness and encouraging the life-long practice of wellness habits. Emphasis is placed upon personal assessment, problem-solving, and practical applications. Students develop a personal wellness plan and complete the Prime for Life lab as part of the course. Failure to satisfactorily complete the Prime for Life lab will result in loss of credit in this course.

*General Education: Core Skills.*

**ES 201                      Health Concepts and Strategies                      2 Credits                      F**

Research, reports, and guided discussion in areas of personal health, school health, and community health that are especially pertinent in today's society.

**ES 205                      Introduction to the Allied Health                      3 Credits                      I**  
**Professions**

Several allied health professions including physical therapy, occupational therapy, exercise physiology, respiratory therapy, cardiac fitness, and nutrition. The class visits various allied health sites in the Shenandoah Valley. After students familiarize themselves with several allied health professions, each student chooses one area of particular interest to research.

**ES 207                      First Respondent First Aid                      3 Credits                      I**  
**and Emergency Care**

Provides training in the provision of emergency care for those who are likely to be the first person responding to the scene of an accident, fire, or medical emergency.

**ES 300                      Personal and Community Health                      3 Credits                      F,S**

Contemporary health problems: mental health, exercise and weight control, stimulants and depressants, communicable diseases, marriage and family relationships.

- |  |  |                  |             |
|--|--|------------------|-------------|
| <b>ES 302</b>  | <b>Community Recreation</b>                                  | <b>3 Credits</b> | <b>I</b>    |
| Develops knowledge of organization in structured and unstructured recreation programs with guided activities involving leisure time and community recreation. Practical experience is an important part of this class.   |  |                  |             |
| <b>ES 310</b>  | <b>History and Principles of Health and Exercise Science</b> | <b>3 Credits</b> | <b>S</b>    |
| Relationships of fields of health, exercise science, and recreation to each other and to general education. Study of historical and philosophical backgrounds. Analysis of objectives of exercise science based on the principles of physiology, psychology, and sociology.  |  |                  |             |
| <b>ES 315</b>  | <b>Wilderness Orientation</b>                                | <b>3 Credits</b> | <b>I</b>    |
| Students will learn a variety of outdoor skills and techniques including minimum impact backpacking and camping, guide interpretation, orienteering, and compass reading, back country first aid, and introductory rock climbing. Students will gain practical experience in wilderness leadership to help prepare for summer camp positions and opportunities in the field of outdoor education and recreation. The field portion of the course is in the remote backcountry area of Big Bend National Park in Texas. Intense pace requires motivation and good physical condition. |  |                  |             |
| <i>Prerequisite: Approval of instructor (personal fitness will be a parameter).</i>  |  |                  |             |
| <b>ES 320</b>  | <b>Kinesiology</b>   | <b>3 Credits</b> | <b>S</b>    |
| Human motions including the mechanical, anatomical, and physiological principles that govern the moving body. A review of selected body structures and an analysis of simple movements are included.   |  |                  |             |
| <i>Prerequisite: BIOL 305.</i>   |  |                  |             |
| <b>ES 325</b>  | <b>Principles of Health and Physical Fitness Assessment</b>  | <b>3 Credits</b> | <b>F</b>    |
| Practical experience in evaluation of physical fitness and its application to the implementation of safe and effective exercise training programs.   |  |                  |             |
| <b>ES 329</b>  | <b>Practicum in Allied Health Sciences I</b>                 | <b>2 Credits</b> | <b>S</b>    |
| This course is designed to reflect the practical knowledge needed to lead group exercise programs and design fitness assessment tools. The student will be expected to complete 100 hours of competency-based work within the Funkhouser Center for Health and Wellness.   |  |                  |             |
| <i>Prerequisite: ES 325 of Permission of the Instructor</i>  |  |                  |             |
| <b>ES 335</b>  | <b>Physiology of Exercise</b>                                | <b>3 Credits</b> | <b>F, S</b> |
| Basic physiological concepts of the nervous, muscular, and energy systems. Included is the effect of exercise on such functions as circulation, respiration, and temperature regulation.   |  |                  |             |
| <i>Prerequisite: BIOL 305.</i>   |  |                  |             |
| <b>ES 340</b>  | <b>Health and Exercise Science Methods</b>                   | <b>3 Credits</b> | <b>S</b>    |
| Administration of school health and exercise science programs, including health instruction, environmental services, and curriculum content. Methods and materials used in teaching health and exercise science is covered. Experiences in unit structure and application of teaching techniques are provided.   |  |                  |             |
| <i>Prerequisite: ES 300 or permission of the instructor.</i>   |  |                  |             |

<b>ES 350</b>	<b>Tests and Measurements</b>	<b>3 Credits</b>	<b>S</b>
Methods used in finding the abilities and ratings of students in health and exercise science. Tests and measurements of physical fitness, social efficiency, and motor and physical skill.*			
<b>ES 360</b>	<b>Organization and Administration of Health and Exercise Science</b>	<b>3 Credits</b>	<b>F</b>
Desirable standards and policies in the organization, supervision, and administration of health, exercise science and athletics on all school levels and in all phases of the program.			
<b>ES 363</b>	<b>Lifeguarding Instructor</b>	<b>2 Credits</b>	<b>S</b>
Designed to train instructor candidates to teach the American Red Cross (ARC) courses and to review courses and challenges in the following: Lifeguard Training, Community Water safety, CPR for the Professional Rescuer, Life guarding Instructor Aide and Longfellow's Whales Tales.			
<b>ES 364</b>	<b>Team Sports</b>	<b>2 Credits</b>	<b>F</b>
Designed to increase the knowledge and skill of the student in numerous team sports. Readings from noted authors, construction of teaching credits, and exposure to several activities increase the student's knowledge and skills in the field.			
<b>ES 365</b>	<b>Individual and Dual Sports</b>	<b>2 Credits</b>	<b>F</b>
Designed to increase the knowledge and skill of the student in numerous individual and dual sports. Readings from noted authors, construction of teaching credits, and exposure to several activities are included.			
<b>ES 420</b>	<b>Leadership in Recreation</b>	<b>3 Credits</b>	
Recreation in the home, school, church, youth and other community organizations. Practical work in social and recreational activities. The course is designed for those who wish to specialize in recreational leadership and arts and crafts.			
<i>Offered on demand.</i>			
<b>ES 426</b>	<b>Movement Experiences for Elementary Children</b>	<b>3 Credits</b>	<b>S</b>
Basic concepts and techniques in movement education, including elementary gymnastics and rhythmic activities. Opportunities for practical application of movement education teaching techniques provided.			
<b>ES 427</b>	<b>Health Promotion and Wellness</b>	<b>3 Credits</b>	<b>S</b>
A multifaceted approach to understanding the role of physical activity for the adult. The student identifies the risk factors associated with coronary heart disease and the role of physical activity in risk factor modification.			
<b>ES 429</b>	<b>Practicum in Allied Health Sciences II</b>	<b>2 Credits</b>	<b>F</b>
This course is designed to enhance the practical knowledge needed to manage and promote health and wellness within the wellness industry. The student will complete 100 hours of competency-based work within the Funkhouser Center for Health and Wellness.			
<i>Prerequisite: ES 427 or Permission of the Instructor</i>			

<b>ES 440</b>	<b>First Aid and Prevention of Athletic Injuries</b>	<b>3 Credits</b>	<b>S</b>
Fundamentals of administering first aid in all its aspects with attention to the prevention and treatment of athletic injuries. Emphasis is placed on general safety procedures surrounding activities of school, college, and community environments. (Same as AT 200).			
<b>ES 441</b>	<b>Principles and Methodologies of Safety</b>	<b>3 Credits</b>	<b>I</b>
Analysis of traffic accident problems, with emphasis on the methods of preventing and mitigating traffic accidents. Pedestrian, bicycle, and motorcycle safety are also stressed along with basic safety concepts. Designed for the student who plans to teach driver education.			
<b>ES 445</b>	<b>Driver Education</b>	<b>3 Credits</b>	<b>F,S</b>
Designed for the student who plans to teach driver education. Included are critical analysis of traffic accidents, relation of attitude factors to safety, essentials of automobile operation, and traffic laws and regulation. Experiences include the use of psychophysical and psychological tests in the development of driving skills and practice in driving instruction.			
<i>Prerequisite: Admission to the secondary education program or consent of the department.</i>			
<b>ES 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>ES 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>ES 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>ES 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

### **ATHLETIC TRAINING PROGRAM**

The Athletic Training Major is designed for individuals looking to prepare for an allied health career in athletic training. In addition, the major provides an added avenue for students interested in pursuing graduate studies in physical therapy or occupational therapy. This major consists of 48 credits from the following courses: AT 200, 206, 300, 301, 305, 370 and 470; BIOL 305 and 314; FCS 240 and 355; ES 300, 320, 335 and 360.

Students are required to maintain a 2.5 GPA and complete the application process to the Department of Health and Exercise Science prior to spring term sophomore year. Additionally, students must complete a minimum 1000 hours of clinical experience under the supervision of an approved clinical instructor. Following successful completion of this program, a student will be eligible to sit for the National Athletic Trainers' Association Board of Certification (NATABOC) exam\*.

\*Bridgewater College is in the process of applying for a Commission on Accreditation of Allied Health Education Programs (CAAHEP) accreditation as an approved curriculum in athletic training. The Athletic Training Program has achieved the status of Candidates for Accreditation.

Changes within the NATABOC mandates that all subjects sitting for the NATABOC exam after December 31, 2003 graduate from a CAAHEP approved curriculum. This directive affects all students entering Bridgewater College after the 1999 academic year. Bridgewater College is teaming with Rockingham Memorial Hospital's Rehab Services to fulfill all criteria established by CAAHEP and NATABOC. Students wishing to pursue athletic training as a career will enter this program understanding that the accreditation process is not complete.

This accreditation process, however, does not prevent a student from entering a graduate program with a Bachelor's in Athletic Training (e.g. physical therapy, occupational therapy, athletic training, etc.).

### **Admissions Standards**

Admission to the Athletic Training Major is regardless of sex, race, color, national or ethnic origin or disability. Only applicants who have met the minimum requirements established below will be considered for a position. The admission process will be competitive for limited positions. Admission packets may be requested from the Curriculum Director.

- Understand and sign the Technical Standards Form for the athletic training program.
- A complete application—submitted before January 15<sup>th</sup> of sophomore academic year.
- Three letters of reference—stipulating academic and leadership potential and overall character of the applicant—from the faculty at Bridgewater College.
- Completion of a minimum of 200 “pre-placement” hours with intercollegiate athletics at Bridgewater College. These hours are used to familiarize the student with the athletic training profession and the practical requirements of the program.
- Successful academic performance resulting in a minimum cumulative GPA of 2.5.
- Successful completion of AT 200, BIOL 305 and FCS 240 (final grade of C or above).
- Self-direction essay (500 words or more).
- All students meeting established minimum requirements would be interviewed by the Curriculum Admission Committee.

The Curriculum Admission Committee will rank qualified applicants based on the above criteria—a democratic consensus will decide admission. Admission will not exceed a ratio of more than 8 students per Certified Athletic Trainer. Letters of admission will be sent to applicants prior to February 1<sup>st</sup>.

<b>AT 200</b>	<b>First Aid and Prevention of Athletic Injuries</b>	<b>3 Credits</b>	<b>F</b>
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Fundamentals of administering first aid in all aspects with attention to the prevention and treatment of athletic injuries. Emphasis is placed on general safety procedures surrounding activities of school, college and community environments. (Same as ES 440).

<b>AT 206</b>	<b>Basic Concepts in Athletic Training</b>	<b>3 Credits</b>	<b>F</b>
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Designed to introduce the student to risk factors, causes and treatments of athletic injuries. The student should demonstrate a clear understanding of the prevention, etiology (anatomical, biomechanical and physiological mechanisms), recognition and treatment of recreational and competitive sports injuries.

*Prerequisites: AT 200, BIOL 305 and ES 320*

<b>AT 300</b>	<b>Athletic Injury Evaluation</b>	<b>4 Credits</b>	<b>S</b>
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Designed to address systemic evaluation techniques of athletic injuries. At the completion of this course, the student should be able to demonstrate psychomotor and analytical skills to accurately complete a systemic evaluation of an athletic injury, suggest a physical dysfunction based on the analysis of the evaluation findings and plan a treatment approach based on the assessment.

*Prerequisites: AT 206 and BIOL 314 or Permission of Instructor*

<b>AT 301</b>	<b>Therapeutic Modalities</b>	<b>4 Credits</b>	<b>S</b>
Designed to provide the student with a complete understanding of the theoretical bases of treatment goals, appropriate therapeutic modality selection, application and assessment of the treatment response that is required for the successful integration of therapeutic modalities into the athletic training practice. This course will also provide the student with the theoretical foundations (physiology, physics and safety) for appropriate decision-making in the selection of the appropriate therapeutic modality. The student will learn the appropriate psychomotor skills for pre-treatment assessment, treatment set-up, modality application, and assessment of treatment response and appropriate documentation.			
<i>Prerequisite: AT 300 or Permission of Instructor</i>			
<b>AT 305</b>	<b>Therapeutic Exercise and Rehabilitation</b>	<b>4 Credits</b>	<b>F</b>
Designed to allow the student to develop a rehabilitation program for an individual recovering from an athletic injury. Upon successful completion of this course, the student will be able to present a theoretical and practical approach for the design of rehabilitation protocols and the use of available rehabilitation equipment.			
<i>Prerequisite: AT 300 or Permission of Instructor.</i>			
<b>AT 370</b>	<b>Practicum/Counseling in Athletic Training I</b>	<b>3 Credits</b>	<b>F</b>
Designed to provide the student with additional opportunities for practical application of the basic concepts of athletic training. The class will provide a large number of experiences geared toward critically analyzing injuries and their ensuing treatments.			
<i>Prerequisite: AT 300</i>			
<b>AT 470</b>	<b>Practicum/Counseling in Athletic Training II</b>	<b>3 Credits</b>	<b>S</b>
Designed to introduce the student to the concepts of pharmacology and counseling. Students will complete the final requirements set forth by the National Athletic Trainers Association Board of Certification (NATABOC) for examination and perform in-services for underclass student athletic trainers.			
<i>Prerequisite: AT 370</i>			
<b>AT 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>AT 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>AT 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>AT 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>



## **HISTORY AND POLITICAL SCIENCE**

The courses offered by the Department of History and Political Science provide a broad exposure to the historical evolution and contemporary challenges of the world and its peoples. The departmental program consists of majors in history, political science, history and political science, and international studies, and minors in history and political science. Students pursuing a major or minor in the department demonstrate a wide variety of career interests, including law, secondary and higher education, museum and archival work, journalism, government service, and international organizations. Several courses meet one of the general education requirements in Development of Western Culture, World Cultures, or Individual and Society. In addition to a curriculum spanning chronological periods and world regions, the department provides a thorough grounding in the disciplinary perspectives of history and political science, distinctive on- and off-campus experiences during the interterm, and an active internship program for juniors and seniors. The History and Political Science Department offers a **pre-professional** program in Law. This program is designed for students who may be interested in attending Law school after graduation. Interested students should contact Dr. Josefson.

**FOR INFORMATION ON CAREERS IN HISTORY, VISIT THE OFFICE OF CAREER SERVICES OR GO TO:** <http://www/departments/career/hist-pol.htm>

**FOR INFORMATION ON CAREERS IN POLITICAL SCIENCE, VISIT THE OFFICE OF CAREER SERVICES OR GO TO:** <http://www/bridgewater.edu/departments/career/hist-pol.htm>

**FOR INFORMATION ON CAREERS IN HISTORY AND POLITICAL SCIENCE, VISIT THE OFFICE OF CAREER SERVICES OR GO TO:** <http://www/bridgewater.edu/departments/career/hist-pol.htm>

A major in History consists of 36 credits and is distributed as follows:

Nine credits in United States History selected from:

HIST 355	History of U. S. Foreign Relations
HIST 360	American Constitutional Development
HIST 362	History of the South
HIST 366	History of Colonial and Revolutionary America
HIST 370	Nineteenth Century U. S. Social History
HIST 380	Twentieth Century U. S. Social History

Twelve Credits in European History:

HIST 315	Nineteenth Century Europe
HIST 320	Twentieth Century Europe

And six credits selected from:

HIST 305	Medieval and Renaissance Europe
HIST 310	Seventeenth and Eighteenth Century Europe
HIST 330	England and the British Empire

Six credits in Non-Western History selected from:

HIST 400	History of Russia to 1801
HIST 401	Revolutionary Russia, 1801 to the Present
HIST 410	Latin America
HIST 420	East Asia
HIST 430	Southeast Asia
HIST 440	Middle Eastern History since A. D. 600

Three credits in HIST 470: Seminar in Historiography or HIST 500: Honors Project.

Six credits in electives from History or Political Science courses numbered 300 or above.

HIST 105, 110, 201, and 202 are co-requisites to a major in History and should be completed by the end of the sophomore year.

A major in History and Political Science consists of 36 credits and is distributed as follows:

Six credits in European History:

HIST 320	Twentieth Century Europe and three credits selected from:
HIST 305	Medieval and Renaissance Europe
HIST 310	Seventeenth and Eighteenth Century Europe
HIST 315	Nineteenth Century Europe
HIST 330	England and the British Empire

Three credits in United States History selected from:

HIST 360	American Constitutional Development
HIST 362	History of the South
HIST 366	History of Colonial and Revolutionary America
HIST 370	Nineteenth Century United States Social History
HIST 380	Twentieth Century United States Social History

Three credits in Non-Western History selected from:

HIST 400	History of Russia to 1801
HIST 401	Revolutionary Russia, 1801 to the present
HIST 410	Latin America
HIST 420	East Asia
HIST 430	Southeast Asia
HIST 440	Middle Eastern History Since 600 A. D.

Twelve credits in Political Science:

PSCI210	Politics and Government in the United States
PSCI220	Introduction to Political Philosophy
PSCI230	Introduction to World Politics
PSCI240	Introduction to Comparative Politics

Twelve credits consisting of six credits in electives from History and six credits in electives from Political Science. One of the following must be included in the elective courses: History 470, History 500, Political Science 470, or Political Science 500. Students seeking teacher certification in History and Social Studies must substitute GEOG 340 and 350 in place of the

History electives and ECON 200 and 210 in place of the Political Science electives.

HIST 105, HIST 110, HIST 201 and 202 are co-requisites to a major in History and Political Science and should be completed by the end of the sophomore year.

A major in Political Science consists of 39 credits and is distributed as follows:

Twenty-four core credits:

PSCI210	Politics and Government in the United States
PSCI220	Introduction to Political Philosophy
PSCI230	Introduction to World Politics
PSCI240	Introduction to Comparative Politics
PSCI331	The Classical Mind
PSCI350	Methods of Research and Data Analysis I
PSCI401	Contemporary Political Thought or
PSCI405	Foundations of American Political Thought
PSCI470	Seminar in International Studies and Political Science or
PSCI500	Honors Project

Nine credits in U.S. politics selected from the following:

PSCI332	Women and Politics
PSCI333	The Legislative Process
PSCI340	Media and Politics
PSCI345	The U.S. Presidency
PSCI347	Foundations of American Political Development
PSCI360	American Constitutional Development

Six credits in foreign policy and international politics selected from:

PSCI335	Peace, War, and World Politics
PSCI355	History of U. S. Foreign Relations
PSCI370	International Law and Organization

HIST 110 is a co-requisite to a major in Political Science and should be completed by the end of the sophomore year.

A major in International Studies consists of 42 credits and is distributed as follows:

Twelve credits in History selected from:

HIST 320	Twentieth Century Europe
HIST 400	History of Russia to 1801 or
HIST 401	Revolutionary Russia, 1801 to the Present
HIST 410	Latin America
HIST 420	East Asia or
HIST 430	Southeast Asia
HIST 440	Middle Eastern History Since A. D. 600

Fifteen credits of required courses:

PSCI230	Introduction to World Politics
PSCI240	Introduction to Comparative Politics
PSCI350	Methods of Research and Data Analysis I
ECON440	International Economics
PSCI470	Seminar in International Studies and Political Science or
	HIST 500, PSCI 500, SOC 500, or ECON 500: Honors Project

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Six additional credits in Political Science selected from:

PSCI335	Peace, War, and World Politics
PSCI355	History of U. S. Foreign Relations
PSCI370	International Law and Organization

Three credits in Religion:

REL 340	Religions of the Near East
or	
REL 350	Religions of the Far East

Six credits in Sociology selected from:

SOC 306	Culture of Japan
SOC 309	Cultures of Africa
SOC 325	Development and Underdevelopment in the Modern World

ECON 200, SOC 101, and HIST 110 are co-requisites to a major in International Studies and should be completed by the end of the sophomore year. A language minor and participation in the Brethren Colleges Abroad Program are strongly recommended for a major in International Studies.

A minor in History consists of 18 credits and is distributed as follows: six credits in American History including three credits from HIST 366, 370, 380; and three credits from HIST 355, 360, 362; six credits in European History from HIST 305, 310, 315, 320, 330; and six credits in Non-Western History from HIST 400 or 401, 410, 420 or 430, 400. HIST 105, 110, 201, and 202 are co-requisites to a minor in History. This minor may not be taken in conjunction with either a major in History and Political Science or a major in International Studies.

A minor in Political Science consists of 21 credits and is distributed as follows: PSCI 210 or 220; PSCI 230 or 240; and fifteen additional credits in political science. This minor may not be taken in conjunction with either a major in History and Political Science or a major in International Studies.

A concentration in United States History consists of 21 credits including History 201, 202, 470, and 490 plus 3 additional elective courses that focus on United States History. Courses that fulfill the elective requirement include ECON 310, 330; ENG 401, 402, 421; MUS 232; and other courses as approved by the department.

## **HISTORY**

<b>HIST 105</b>	<b>World History to 1500</b>	<b>3 Credits</b>	<b>F, S</b>
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An examination of the multiple global narratives that comprise human development and interaction prior to 1500 with primary focus on early human activity, the development of complex societies, classical and post-classical ages, and expansion of post-classical cross-cultural involvement.

*General Education: Development of Western Culture, Ancient/Medieval or World History.*

<b>HIST 110</b>	<b>World History Since 1500</b>	<b>3 Credits</b>	<b>F, S</b>
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An examination of the multiple global narratives that comprise human development and interaction since 1500 with primary focus on the origins of global interdependence, the ages of revolution, industry, and empire, and the twentieth century.

*General Education: Development of Western Culture, Renaissance/Early Modern or Contemporary or World History.*

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- HIST 201 History of the United States to 1877 3 Credits F**  
 The United States from settlement to Reconstruction. Major themes include the development of a new society, the evolution of democratic behavior, and the growth of sectionalism. Includes both social and political approaches.  
*General Education: Development of Western Culture, Renaissance/Early Modern or United States List.*
- HIST 202 History of the United States Since 1877 3 Credits S**  
 The United States from Reconstruction until the present. Major themes include industrialization and modernization, the increased role of government, greater U. S. involvement in international affairs, and the impact of these changes on society. A continuation of HIST 201.
- HIST 305 Medieval and Renaissance Europe 3 Credits F**  
 Development of Western Europe from the collapse of the Roman Empire to the end of the Renaissance with emphasis on the ideas, forces, and events that shaped the period. Topics include the rise and decline of the medieval synthesis, medieval and Renaissance expansion, the Renaissance secular and religious revolution, evolution of political thought, the growth of authority, and technological transformation.  
*General Education: Europe List.*
- HIST 306 The Holocaust 3 Credits I**  
 Examination of Germany's New Order in Europe with focus on the implementation of Nazi racial and political theories. Primary emphasis is placed on the impact these events had on the moral and cultural fabric of Western civilization and the contemporary world. Materials from a variety of fields including history, literature, and art are studied.  
*Prerequisites: HIST 105, 110, 315 or 320.*  
*General Education: Development of Western Culture, Contemporary.*
- HIST 308 The Vietnam Conflict 3 Credits I**  
 The Vietnamese conflict from the days of French rule to the present. Emphasis is on the development of Vietnamese nationalist and revolutionary movements and their impact in Vietnam and among other powers involved, particularly France and the United States.  
*General Education: World Cultures or Global Diversity.*
- HIST 310 Seventeenth and Eighteenth Century Europe 3 Credits F**  
 Evolution of early modern Europe between 1648 and 1815 as well as the ideas, forces, and events which shaped the period. Particular attention is given to the rise of mercantilism, the agricultural revolution, the rise of the middle class, the scientific revolution, the development of the international state system, the Enlightenment, the industrial revolution, and the French Revolution.  
*General Education: Development of Western Culture, Renaissance/Early Modern or Europe List.*  
*Alternate years; offered 2003-2004*
- HIST 315 Nineteenth Century Europe 3 Credits F**  
 Development of European History from the Congress of Vienna to World War I with emphasis on those ideas, forces, and events which shaped the period. Topics include conservatism, liberalism, nationalism, socialism, industrialism, and the origins of World War I.

<b>HIST 320</b>	<b>Twentieth Century Europe</b>	<b>3 Credits</b>	<b>S</b>
Development of European History from World War I to the present with emphasis on the ideas, forces, and events which shaped the period. Topics include the postwar settlement, the rise of totalitarianism, World War II, the Cold War, and the advent of the nuclear age.			

<b>HIST 326</b>	<b>Baseball and Society</b>	<b>3 Credits</b>	<b>I</b>
<p>An interdisciplinary study of social and economic issues in American history as exemplified by the evolution of professional baseball. Topics include social mobility, urban studies, race relations, labor history, and commercial organization and control of baseball.</p>			

<b>HIST 330</b>	<b>England and the British Empire</b>	<b>3 Credits</b>	<b>S</b>
Social, constitutional, and diplomatic developments in England, with emphasis upon the effects of the industrial revolution.			

<b>HIST 335</b>	<b>Contemporary Australia</b>	<b>3 Credits</b>	<b>I</b>
<p>Firsthand examination of the political, economical, cultural, educational, and environmental influences shaping contemporary Australia. Also emphasized is the international role of Australia in the Pacific basin and in the changing world order. The course focus is on the southeast Australia and includes Sidney, Canberra, and Melbourne.</p>			

<b>HIST 355</b>	<b>History of United States Foreign Relations</b> (Cross-listed as PSCI 355)	<b>3 Credits</b>	<b>F</b>
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American foreign policy with reference to political, social, and economic development shaping that policy.

*Alternate years; offered 2002 - 2003.*

<b>HIST 360</b>	<b>American Constitutional Development</b> (Cross-listed as PSCI 360)	<b>3 Credits</b>	<b>S</b>
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A survey of the development of the U.S. Constitution through judicial interpretation.

*Alternate years; offered 2002 - 2003.*

*General Education: United States List.*

<b>HIST 362</b>	<b>History of the South</b>	<b>3 Credits</b>	<b>F</b>
A survey of the former slaveholding states. The course focuses on slavery and slavery politics, race relations, and distinctive characters of Southern society.			

**Prerequisites:** HIST 201, 202.

<b>HIST 366</b>	<b>History of Colonial and Revolutionary America</b>	<b>3 Credits</b>	<b>S</b>
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American history from the earliest settlements in British North America until the ratification of the Constitution (1607–1790). The course stresses the relationship between political and social developments.



*Prerequisite: HIST 201.*

*Alternate years; offered 2002 – 2003.*

<b>HIST 370</b>	<b>Nineteenth Century United States Social History</b>	<b>3 Credits</b>	<b>F</b>
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Examines selected topics in U. S. social history, including revivalism, the market revolution, reform, the Civil War, and industrialization.

*Alternate years; offered 2003 - 2004.*

<b>HIST 380</b>	<b>Twentieth Century United States Social History</b>	<b>3 Credits</b>	<b>S</b>
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Examines selected topics in U. S. social history, including immigration, the Ku Klux Klan, the youth culture, civil rights, feminism, and the Sixties.

*Alternate years; offered 2002 – 2003.*

*General Education: United States List.*

<b>HIST 400</b>	<b>History of Russia to 1801</b>	<b>3 Credits</b>	<b>F</b>
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Political, economic, social, cultural, and diplomatic development of Russia from the establishment of the Kievan state in 860 through the end of the 18<sup>th</sup> century. Topics include the Kievan period, the Appanage period, the Muscovite period, and the foundation of Imperial Russia.

*General Education: World Cultures or Global Diversity.*

<b>HIST 401</b>	<b>Revolutionary Russia, 1801 to the Present</b>	<b>3 Credits</b>	<b>S</b>
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Revolutionary forces that challenged the 19<sup>th</sup> Russian autocracy leading to its eventual collapse and replacement by the Soviet system in the 20<sup>th</sup> century. Topics include the nineteenth-century revolutionary movements, the reaction of the autocracy, the Bolshevik seizure of power, and Marxism-Leninism, and the twentieth century Soviet movement.

*General Education: World Cultures or Global Diversity.*

<b>HIST 410</b>	<b>Latin America</b>	<b>3 Credits</b>	<b>S</b>
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Latin American societies since pre-Columbian times, emphasizing the interaction of Native American, African, and European cultures and the social, economic, and political challenges of the modern period.

*General Education: World Cultures or Global Diversity.*

<b>HIST 420</b>	<b>East Asia</b>	<b>3 Credits</b>	<b>F</b>
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Survey of East Asia (China and Japan) from 1800 to the present. Emphasis is upon the different paths towards modernity taken by each society, the conflicts involved in the attainment of modernity, and the impact of the West during the period.

*Alternate years; offered 2003 - 2004.*

*General Education: World Cultures or Global Diversity.*

<b>HIST 430</b>	<b>Southeast Asia</b>	<b>3 Credits</b>	<b>S</b>
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Historical development of mainland and island Southeast Asia with particular stress upon the traditional societies of the area and the sources of its civilization. The impact of and response to the West provides a focus for the study of present-day Southeast Asia.

*Alternate years; offered 2003 - 2004.*

*General Education: World Cultures or Global Diversity.*

<b>HIST 440</b>	<b>Middle Eastern History Since A. D. 600</b>	<b>3 Credits</b>	<b>S</b>
Emphasizes the origins of Islam and the rise of Islamic empires and culture from the 7th through the 13th centuries, the development of European interest between 1500 and 1800, the growth of European, Arab and Jewish nationalisms in the 19th century, and the Arab-Jewish conflict over Palestine in the 20th century. <i>Alternate years; offered 2003 - 2004.</i> <i>General Education: World Cultures or Global Diversity.</i>			
<b>HIST 445</b>	<b>Roots</b>	<b>3 Credits</b>	<b>I</b>
Research techniques for local and family history. The focus is on finding and using primary materials such as diaries, letters, church records, and archival materials from public record offices.			
<b>HIST 450</b>	<b>History of the Christian Church (Cross-listed as REL 317)</b>	<b>3 Credits</b>	<b>F</b>
Social and political structures of the Church, issues in theology and ethics. A survey of the history of the Church from the Apostolic Age to the present time. <i>Prerequisite: ENG 101 or GEC 101 and REL 210 or 220.</i> <i>Alternate years; offered 2003 - 2004.</i> <i>General Education: Development of Western Culture or a course in Religion or Philosophy.</i>			
<b>HIST 470</b>	<b>Seminar in Historiography</b>	<b>3 Credits</b>	<b>S</b>
Research and discussion designed to familiarize the history major with the theories, ideas, concepts, and major figures that have contributed to the development of the body of historical interpretation and historical understanding.			
<b>HIST 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>HIST 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>HIST 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>HIST 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

#### **POLITICAL SCIENCE AND INTERNATIONAL STUDIES**

<b>PSCI 210</b>	<b>Politics and Government in the United States</b>	<b>3 Credits</b>	<b>S</b>
An introduction to American politics, covering the founding of American democracy, relations between the states and the federal government, state and local governments, elections, the role of the media, the three branches of national government, and current debates in American politics. <i>General Education: Individual and Society or United States List.</i>			
<b>PSCI 220</b>	<b>Introduction to Political Philosophy</b>	<b>3 Credits</b>	<b>I, S*</b>
Changing conceptions of freedom and virtue in ancient Greece, liberal thought, and contemporary political philosophy.			

*General Education: Individual and Society or a course in Religion or Philosophy.*

*\*Taught annually during the Interterm, alternate years during the Spring term (beginning Spring 2002-2003)*

**PSCI 230            Introduction to World Politics            3 Credits            F**  
An introduction to international political economy, security and peace studies, international law, and international organization, and an overview of political responses to major global issues such as the challenges of war, repression, poverty, and environmental decay.

**PSCI 240            Introduction to Comparative Politics            3 Credits            S**  
An introduction to major world political systems and to the theoretical approaches of comparative politics.

**PSCI 331            The Classical Mind            3 Credits            F**  
(Cross-listed with PHIL 331)  
The primary works of Plato and Aristotle. The development of certain issues into the Medieval era is traced and the original contributions of major Medieval thinkers, especially Augustine and Aquinas, are assessed.

*Prerequisites: GEC 101 or ENG 101 and REL 210 or 220.*

*Alternate years; offered 2003 - 2004.*

*General Education: Development of Western Culture, Ancient/Medieval or a course in Religion or Philosophy.*

**PSCI 332            Women and Politics            3 Credits            S**  
This course explores the role of women in American politics in order to understand the role of identity, institutions, and political mobilization in our democracy. Topics include women's influence on the development of the modern welfare state, feminism, anti-feminism, sexual harassment, women in combat, and black feminism.

*General Education: United States list.*

*Alternate years; offered 2003 - 2004*

**PSCI 333            The Legislative Process            3 Credits            F**  
An exploration of how Congress, the executive branch, and interest groups work together to make federal public policy. Topics include congressional rules and organizations, congressional elections, and the rise of interest groups in American politics. A major part of the course is a simulation of the legislative process.

*Alternate years; offered 2003 - 2004*

**PSCI 335            Peace, War, and World Politics            3 Credits            F**  
Empirical and normative exploration of the dynamics of conflict and conflict resolution in international relations, including such topics as the causes of war, the outbreak of peace, and the avoidance of war.

*Alternate years; offered 2003 - 2004.*

**PSCI 340            Media and Politics            3 Credits            S**  
An examination of the role of mass media in American politics. Topics include the effect of journalistic norms on political news, the impact of new media technologies from newspapers to the internet, media objectivity, and the effect of media on political reasoning and behavior.

*Alternate years; offered 2003 - 2004*

<b>PSCI 345</b>	<b>The American Presidency</b>	<b>3 Credits</b>	<b>F</b>
The changing and enduring roles of the presidency from Washington to Clinton. Topics include the role of the president in foreign policy, the President's relationship with the military, the use of the "bully pulpit", the party leadership role, and the character and quality of presidential leadership.			
<i>Alternate years; offered 2002-2003</i>			
<b>PSCI 347</b>	<b>Foundations of American Political Development</b>	<b>3 Credits</b>	<b>F</b>
The roles of social movements, political parties, political culture, and institutions in the development of the American administrative state. The course considers the evolution of American national government from the minimal state of courts and parties in the Jacksonian era through the birth of a modern American nation during the Progressive and New Deal eras.			
<i>Alternate years; offered 2003-2004</i>			
<i>General Education: United States List.</i>			
<b>PSCI 350</b>	<b>Methods of Research and Data Analysis I</b>	<b>3 Credits</b>	<b>F</b>
(Cross-listed as SOC 350)			
Scientific methods and their application in the study of social phenomena. Topics include the relation between theory and research, defining and operationalizing a research problem, questionnaire construction, research design alternatives, sampling, measurement, and elementary data analysis and reporting utilizing SPSS.			
<i>Prerequisite: GEC 111 or Math 107.</i>			
<b>PSCI 351</b>	<b>Methods of Research and Data Analysis II</b>	<b>3 Credits</b>	<b>S</b>
(Cross-listed as SOC 351)			
The application of scientific research methods to specific research problems. Various measurement, scaling, and statistical techniques are utilized to address research problems defined by the students. The Statistical Package for the Social Sciences (SPSS) is used to analyze data from the National Opinion Research Center (NORC). The course culminates in a major research paper that is presented in oral and written form.			
<i>Prerequisite: PSCI 350.</i>			
<b>PSCI 355</b>	<b>History of United States Foreign Relations</b>	<b>3 Credits</b>	<b>F</b>
(Cross-listed as HIST 355)			
A history of American foreign policy since 1898, with reference to the political, social, and economic factors shaping that policy.			
<i>Prerequisite: HIST 201, 202.</i>			
<i>Alternate years; offered 2002 - 2003.</i>			
<b>PSCI 360</b>	<b>American Constitutional Development</b>	<b>3 Credits</b>	<b>F</b>
(Cross-listed as HIST 360)			
A survey of the development of the U.S. Constitution through judicial interpretation.			
<i>Alternate years; offered 2002 - 2003.</i>			
<i>General Education: United States List.</i>			

**PSCI 370      International Law and Organization      3 Credits      F**  
 History, concepts, organizations, and prospects of international law, with applications to such issue areas as war, human rights, and the environment.

*Alternate years; offered 2003 - 2004.*

**PSCI 375      Contemporary Issues      3 Credits      I**  
**In U. S. Foreign Policy**

Examination of major foreign policy issues facing the United States, and consideration of policy options available.

**PSCI 401      Contemporary Political Thought      3 Credits      S**

An examination of the origins and development of contemporary notions of freedom, democracy, and equality, from the birth of liberalism in Hobbes, Locke, and Rousseau, to the challenge to liberalism in Marx and Nietzsche, to the twentieth and twenty-first century responses to liberalism in authors such as DuBois, Fanon, Arendt, Rawls, Nozick, Habermas, and Foucault.

*Alternate years; offered 2002-2003.*

*General Education: A course in Religion or Philosophy.*

**PSCI 405      Foundations of American Political Thought      3 Credits      S**

The evolution of American political thought from the Puritans to Abraham Lincoln. Topics include the debate that led to the American Revolution, the relative importance of republican and liberal thought on the Founding, Federalism and Anti-Federalism, Hamiltonian and Jeffersonian visions of nationhood, Transcendentalism, and the debate over states' rights and slavery that led to the Civil War.

*Alternate years; offered 2003 - 2004*

**PSCI 470      Seminar in International Studies and      3 Credits      S**  
**Political Science**

Examination of significant professional literature in political science and international studies. Preparation and presentation of major research paper.

**PSCI 480      Internship      3 Credits      F, I, S**

**PSCI 490      Independent Study      3 Credits      F, I, S**

**PSCI 491      Research      3 Credits      F, I, S**

**PSCI 500      Honors Project      3 Credits      F, I, S**

#### **RELATED COURSES: GEOGRAPHY**

**GEOG 340      Regional Geography      3 Credits      F**

Geography of the major geographic and cultural regions of the world. Impact of physical environment upon culture and civilization of the regions.

*Alternate years; offered 2002 - 2003.*

**GEOG 350      Physical Geography      3 Credits      F**

Land forms, weather and climate, natural vegetation, soils, minerals, and their impact upon cultural development.

*Alternate years; offered 2003 - 2004.*

## **MATHEMATICS AND COMPUTER SCIENCE**

The Mathematics and Computer Science Department offers majors in mathematics, computer science, and information systems management.

The mathematics major is modeled after the curriculum suggested by the Mathematical Association of America. By choosing the appropriate electives, a student may prepare for a career immediately following graduation or for graduate school. Recent graduates have pursued careers in quality assurance, statistics, actuarial science, and computer programming, to name a few.

The major in computer science is based upon the curriculum recommended by the Association of Computing Machinery and emphasizes fundamental principles and problem-solving skills. Graduates in the major are prepared to enter careers in the software development and support industry, or to continue their studies in a graduate computer science program.

The major in information systems management develops skills in three areas: technical skills for dealing with computers; management skills for dealing with organizations; and inter-personal skills for dealing with people. Graduates are ready to begin careers as members of a computer service center with the skills to deal effectively with the service providers as well as the service customers.

**FOR INFORMATION ON CAREERS IN MATHEMATICS, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: <http://www.bridgewater.edu/departments/career/math.htm>**

**FOR INFORMATION ON CAREERS IN COMPUTER SCIENCE, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: <http://www.bridgewater.edu/departments/career/comp-sci.htm>**

**FOR INFORMATION ON CAREERS IN INFORMATION SYSTEMS MANAGEMENT, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: <http://www.bridgewater.edu/departments/career/info-sys.htm>**

A major in Mathematics consists of the following required courses:

MATH 120	Precalculus
MATH 131	Calculus I
MATH 132	Calculus II
MATH 216	Set Theory and Symbolic Logic
MATH 231	Calculus III
MATH 232	Calculus IV
MATH 330	Linear Algebra
MATH 340	Theoretical Statistics I
MATH 400	Modern Algebra
MATH 410	Real Variables I
MATH 420	Real Variables II*
MATH 460	Seminar

and two additional courses in Mathematics chosen from courses numbered 300 and above.

(\*MATH may be substituted with permission of department)

A major in Computer Science consists of the following required courses:

MATH 120	Precalculus
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MATH 131	Calculus I
MATH 132	Calculus II
CSCI200	Introduction to Programming
CSCI205	Data Structures and Abstraction
CSCI225	Mathematical Structures for Computer Science
CSCI300	Software Practice
CSCI315	Artificial Intelligence and Information
CSCI320	Algorithm Analysis
CSCI340	Computer Architecture
CSCI440	Operating Systems and Networking
CSCI460	Seminar in Mathematics, Computer Science, and Physics
CIS 250	Introduction to Information Systems
CIS 450	Software Engineering
and two courses from the following:	
CSCI430	Programming Paradigms
CSCI435	Compiler Design
CSCI450	Special Topics
CIS 325	Data Communications
CIS 350	Data Base Management
MATH 330	Linear Algebra
MATH 340	Theoretical Statistics I
MATH 350	Numerical Analysis
PHYS 305	Electronics
PHYS 306	Digital and Microprocessor Electronics

The Computer Science major may be taken as a dual major with Mathematics.

A major in Information Systems Management consists of the following required courses:

CIS 103	Introduction to Computing
CIS 250	Introduction to Information Systems
CIS 325	Data Communications
CIS 350	Database Management
CIS 450	Software Engineering
CIS 460	Seminar in Information Systems
BUS 200	Principals of Organizational Management
BUS 340	Management Science
BUS 420	Human Resources Management
PHIL 320	Professional Ethics
PHIL 340	Conflict Resolution and Mediation
COMM 327	Interpersonal Communication
SOC 245	Group Process/Interpersonal Communication
SOC 345	Organizations in American Life
MATH 200	Introduction to Statistics

and one course from the following:

CSCI 105	BASIC Programming
CSCI 200	Introduction to Programming

A minor in Mathematics consists of the following courses:

MATH 120	Precalculus
MATH 131	Calculus I
MATH 132	Calculus II

MATH 216      Set Theory and Symbolic Logic

MATH 231      Calculus III

and six additional credits in Mathematics chosen from courses numbered 330 or above.

A minor in Computer Science consists of the following required courses:

MATH 120      Precalculus

MATH 131      Calculus I

MATH 132      Calculus II

CSCI200      Introduction to Programming

CSCI205      Data Structures and Abstraction

CSCI225      Mathematical Structures for Computer Science

CSCI300      Software Practice

and two courses from the following:

CSCI315      Artificial Intelligence and Information

CSCI320      Algorithm Analysis

CSCI340      Computer Architecture

CSCI430      Programming Paradigms

CSCI435      Compiler Design

CSCI440      Operating Systems and Networking

CSCI450      Special Topics

A minor in Computer Information Systems consists of the following courses:

CIS 103      Introduction to Computing

CIS 250      Introduction to Information Systems

CIS 325      Data Communications

CIS 350      Database Management

CIS 450      Software Engineering

and one course from the following:

CSCI 105      BASIC Programming

CSCI 130      Computer Science I

## **MATHEMATICS**

<b>MATH 107</b>	<b>Quantitative Reasoning</b>	<b>3 Credits</b>	<b>F, S</b>
	(Replaces GEC 111)		

A problem-solving approach to quantitative literacy. Emphasis is upon the use of technology applied to introductory topics in algebra, and probability and statistics.

*General Education: Core Skills.*

<b>MATH 110</b>	<b>College Algebra</b>	<b>3 Credits</b>	<b>F, I, S</b>
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Real numbers, exponents, radicals, and algebraic operations with polynomial and rational functions. Solving equations and graphing expressions involving polynomial and rational functions, and exponential and logarithmic functions.

*General Education: Core Skills.*

<b>MATH 120</b>	<b>Precalculus Mathematics</b>	<b>3 Credits</b>	<b>F, S</b>
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A precalculus course for students continuing in mathematics. Includes topics in algebra, functions and relations, and trigonometry.

*Prerequisites: MATH 110 or satisfactory performance on placement test.*

- MATH 125      Analytic Geometry      3 Credits      S**  
 Review of the elements of plane geometry. Detailed study of conic sections from an analytic perspective, including translation and rotation of sections, the general second degree equation, and curve sketching.  
*Prerequisites: MATH 110 or satisfactory performance on placement test.*
- MATH 129      Calculus for Economics and Business      3 Credits      S**  
 Introduction to the mathematics of finance, matrix algebra, limits, and elementary differential calculus.  
*Prerequisites: MATH 110 or satisfactory performance on placement test.*
- MATH 130      Survey of Calculus      3 Credits      S**  
 Differential and integral calculus for the student who needs a working knowledge of the subject but does not plan to pursue more advanced study in mathematics. Includes theory and application of limits, derivatives, and integrals. Credit may not be received for both Mathematics 130 and 131.  
*Prerequisites: MATH 120 or satisfactory performance on placement test.*
- MATH 131      Calculus I      3 Credits      F, S**  
 Study of differential calculus of a single variable. Applications of the derivative are made to curve sketching, max-min problems, and linear approximation. Also included are applications of the Intermediate Value Theorem and Mean Value Theorem. Credit may not be received for both Math 130 and 131.  
*Prerequisites: MATH 120 or satisfactory performance on placement test.*
- MATH 132      Calculus II      3 Credits      F, S**  
 Study of integral calculus of a single variable. Included are techniques of integration and numerical methods of integration. Applications of the integral are made to computing area, volume, arc length, and selected topics.  
*Prerequisites: Math 131*
- MATH 200      Introduction to Statistics      3 Credits      F, S**  
 Basic descriptive statistics, probability, hypothesis testing, correlation, and regression. Statistical computer software is used to analyze data.  
*Prerequisites: MATH 110, MATH 107, or satisfactory performance on placement test.*
- MATH 216      Set Theory and Symbolic Logic      3 Credits      F**  
 The first part of the course is devoted to naive set theory and includes the algebra of sets, relations, functions and orders. The second part is devoted to logic, including truth tables and first-order predicate calculus.  
*Prerequisites: MATH 132.*

- MATH 231**      **Calculus III**      **3 Credits**      **F, S**  
Continuation of Calculus I and II. Included are Taylor polynomials, l'Hopital's Rule, improper integrals, infinite series, and partial derivatives. Also included is an introduction to multivariate calculus and multiple integrals.  
*Prerequisites: MATH 132.*
- MATH 232**      **Calculus IV**      **3 Credits**      **S**  
Introduction to ordinary differential equations. Included are setting up and solving differential equations and the study of existence and uniqueness conditions for solutions. Applications of differential equations are made to various areas of science.  
*Prerequisites: Completion of or concurrent enrollment in Math 231.*
- MATH 300**      **Modern Geometry**      **3 Credits**      **F**  
Fundamental concepts of geometry, including projective and non-euclidean geometries, with emphasis on the axiomatic method.  
*Prerequisites: MATH 132 and 216 or permission of the instructor.*  
*Alternate years; offered 2002 - 2003.*
- MATH 310**      **Multivariable Calculus**      **3 Credits**      **I**  
Vector analysis, vector calculus, differentiation and integration of functions of more than one variable.  
*Prerequisites: MATH 232.*  
*Alternate years; offered 2003 - 2004.*
- MATH 320**      **History of Mathematics**      **3 Credits**      **I**  
Survey of the history of mathematics from ancient civilizations to the modern mathematics of the nineteenth-century.  
*Prerequisites: MATH 132.*  
*Alternate years; offered 2002 - 2003.*
- MATH 330**      **Linear Algebra**      **3 Credits**      **S**  
Fundamentals of linear algebra, including vector spaces, matrix algebra, linear transformations, and bilinear and quadratic forms.  
*Prerequisites: MATH 216 and 231.*  
*Alternate years; offered 2003 - 2004.*
- MATH 340**      **Theoretical Statistics I**      **3 Credits**      **F**  
Fundamentals of probability and distribution theory. Includes probability theory, counting techniques, conditional probability, random variables, moments, moment generating functions, an introduction to multivariate distributions, and transformations of random variables.  
*Prerequisites: MATH 231 or permission of the instructor.*  
*Alternate years; offered 2003 - 2004.*

<b>MATH 341</b>	<b>Theoretical Statistics II</b>	<b>3 Credits</b>	<b>S</b>
An introduction to mathematical statistics including convergence of sequences of random variables, central limit theorem, methods of estimation, hypothesis testing, linear models, and analysis of variance.			
<i>Prerequisites: MATH 340.</i>			
<i>Alternate years; offered 2003 - 2004.</i>			
<b>MATH 350</b>	<b>Numerical Analysis</b>	<b>3 Credits</b>	<b>S</b>
Topics include iterative techniques for solving non-linear equations, numerical differentiation and integration, and differential equations.			
<i>Prerequisites: MATH 231 and CSCI 130 or 230.</i>			
<i>Alternate years; offered 2002 - 2003.</i>			
<b>MATH 400</b>	<b>Modern Algebra</b>	<b>3 Credits</b>	<b>F</b>
Abstract algebra, with emphasis on algebraic structures such as groups, rings, integral domains, and fields.			
<i>Prerequisites: MATH 216 and 232 or permission of instructor.</i>			
<i>Alternate years; offered 2003 - 2004.</i>			
<b>MATH 410, 420</b>	<b>Introduction to Real Variables I, II</b>	<b>3 Credits each</b>	<b>F, S</b>
Real number system, topology of Euclidean Spaces, theory of limits, differentiation, integration, and infinite series.			
<i>Prerequisites: MATH 216 and 232.</i>			
<i>Alternate years; offered 2002 - 2003.</i>			
<b>MATH 450</b>	<b>Special Topics</b>	<b>3 Credits</b>	<b>F, I, S</b>
Devoted to a subject chosen from among the various fields of mathematics in which regular courses are not offered. Possible topics include complex variables, number theory, topology, probability, and applied mathematics, as well as others. A student may take the course more than once, provided different topics are covered.			
<i>Prerequisites: Permission of the instructor.</i>			
<b>MATH 460</b>	<b>Seminar in Mathematics, Computer Science, and Physics</b> (Cross-listed as PHYS 460 and CSCI 460)	<b>3 Credits</b>	<b>F</b>
Discussion and presentation of papers by students and faculty on problems of current interest in mathematics, computer science, and physics.			
<i>Prerequisites: Senior standing with a major in Mathematics, Computer Science, Physics, or permission of the instructor.</i>			
<b>MATH 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>MATH 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>MATH 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>MATH 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **COMPUTER SCIENCE**

<b>CSCI 105</b>	<b>Basic Programming</b>	<b>3 Credits</b>	<b>F</b>
An introduction to computer programming using Visual Basic. Problem solving methods and algorithm development with emphasis on how to design, code, debug, and document programs using techniques of good programming style.			
<b>CSCI 150</b>	<b>History and Culture of Computing</b>	<b>3 Credits</b>	<b>I</b>
Explores the development of computing machines from Jacquard and Babbage to the present day. Examines the impact of computers on society and the emergence of "hacker culture" through readings, presentations, and trips to museums and other sites of historical or cultural interest.			
<i>Alternate years; offered 2003-2004.</i>			
<b>CSCI 200</b>	<b>Introduction to Programming</b> (Replaces CSCI 130)	<b>3 Credits</b>	<b>S</b>
Introduces structured programming using a modern imperative language. Topics include assignment, input/output, flow of control, strings, arrays, records, files, and functions. Problem solving, algorithm development and program design are emphasized. Computing system structure and the edit, translate, debug and run-time environments of the programming language system are covered. Applications include sorting and searching, string processing, simulation, elementary numerical methods, and an introduction to graphics.			
<i>Prerequisite: MATH 110.</i>			
<b>CSCI 205</b>	<b>Data Structures and Abstraction</b> (Replaces CSCI 135)	<b>3 Credits</b>	<b>F</b>
A continuation of Computer Science 200. Topics include pointers, recursion, principles of language design, and an introduction to object-oriented programming. Standard data structures and algorithms for sorting and searching data will be introduced, including lists, stacks, queues, and trees. Software engineering concepts such as top-down design, stepwise refinement, modularization, testing, and documentation will be emphasized. All concepts will be reinforced through programming assignments in C++ or Java.			
<i>Prerequisites: CSCI 200 and MATH 120.</i>			
<b>CSCI 210</b>	<b>Application Development Using Visual Basic</b> (Replaces CSCI 220)	<b>3 Credits</b>	<b>I</b>
An in-depth study of the Visual Basic programming language, with particular emphasis on the features which support the rapid prototyping and implementation of substantial Windows applications.			
<i>Prerequisite: CSCI 105 or 200.</i>			
<i>Alternate years; offered 2003-2004.</i>			
<b>CSCI 225</b>	<b>Mathematical Structures for Computer Science</b>	<b>3 Credits</b>	<b>S</b>
An introduction to the fundamental concepts and structures used in computer science. Topics include propositional and predicate logic; sets, functions, and relations; mathematical induction, counting principles, and recurrences; trees and graphs.			
<i>Co-requisite: MATH 132.</i>			



**CSCI 230                      High Level Language/Fortran                      3 Credits                      I**

Provides a detailed survey of the syntax, semantics and programming environment of the Fortran programming language with an emphasis on applications in science and engineering. Assumes familiarity with computing systems and programming equivalent to an introductory course in computing. The language will be used as a vehicle for developing the discipline of modern programming techniques in a variety of application areas. Several programming assignments will be required.

*Prerequisites: CSCI 105 or 200 or equivalent, and MATH 120.*

*Offered on demand.*

**CSCI 300                      Software Practice                      3 Credits                      F**

A study of fundamental software development techniques in the context of small- to medium-scale applications. Topics covered include user-interface design and programming, fundamentals of graphics, use of APIs and software development tools, testing, and documentation. Extensive practice reading, writing, and critiquing programs individually and in teams.

*Prerequisites: CSCI 205 and 225.*

**CSCI 315                      Artificial Intelligence and Information                      3 Credits                      S**

An introduction to the basics of artificial intelligence and information management. Topics covered include knowledge representation, search strategies, machine learning, information models, and an introduction to database systems and query languages.

*Prerequisites: CSCI 205 and 225.*

*Alternate years; offered 2003-2004.*

**CSCI 320                      Algorithm Analysis                      3 Credits                      F**  
(Replaces CSCI 380)

Impact of data structure design on algorithm design and performance. Topics covered include graph and tree algorithms, automata, dynamic programming, performance analysis, testing and classification of algorithms, and design techniques. Laboratory assignments incorporating these analysis and design techniques will be required.

*Prerequisites: CSCI 205 and 225.*

*Alternate years; offered 2003-2004.*

**CSCI 340                      Computer Architecture                      3 Credits                      F**  
(Replaces CSCI 335)

Introduction to computer systems and their organization. Topics include logic, gate, component and system level organization of generic computing systems. Bus architecture, memory organization, data representation, and processor design are discussed. Includes an introduction to assembly language programming with appropriate laboratory assignments.

*Prerequisites: CSCI 200 or 230, and CSCI 225.*

*Alternate years; offered 2002-2003.*

**CSCI 430                      Programming Paradigms                      3 Credits                      I**

A survey of approaches to problem solving using non-imperative language features from the functional, logical, object-oriented, and concurrent paradigms. Laboratory projects in several different languages are required; typical languages covered include LISP, ML, Prolog, Mercury, Smalltalk, Eiffel, SR, and Erlang.

*Prerequisite: CSCI 300.*

*Alternate years; offered 2002-2003.*

**CSCI 435      Compiler Design      3 Credits      S**  
 An introduction to the theory and practice of programming language translation. Topics include lexical analysis, parsing, symbol tables, type-checking, code generation, and an introduction to optimization.  
*Prerequisites: CSCI 320 and 340.*  
*Alternate years; offered 2002-2003.*

**CSCI 440      Operating Systems and Networking      3 Credits      S**  
 Principles of computer operating systems, including the user and programmer interfaces and the management of processes, memory, I/O devices, files, and networks. Covers issues of scheduling, concurrency, and distributed algorithms. Provides practical experience working with the UNIX system.  
*Prerequisite: CSCI 340.*  
*Alternate years; offered 2002-2003.*

**CSCI 450      Special Topics      3 Credits      F, I, S**  
 Devoted to a subject chosen from among the various fields of computer science in which regular courses are not offered. Possible topics include graphics, natural language processing, web programming, parallel processing, robotics, simulation, and theorem proving, as well as others. A student may take the course more than once, provided different topics are covered.  
*Prerequisite: CSCI 300, or permission of the instructor.*  
*Offered on demand.*

**CSCI 460      Seminar in Mathematics,      3 Credits      F**  
**Computer Science, and Physics**  
 (Cross-listed as MATH 460 and PHYS 460)  
 Discussion and presentation of papers by students and faculty on problems of current interest in mathematics, computer science, and physics.  
*Prerequisites: Senior standing with a major in Mathematics, Computer Science, Physics, or permission of the instructor.*

**CSCI 480      Internship      3 Credits      F, I, S**

**CSCI 490      Independent Study      3 Credits      F, I, S**

**CSCI 491      Research      3 Credits      F, I, S**

**CSCI 500      Honors Project      3 Credits      F, I, S**

## COMPUTER INFORMATION SYSTEMS

**CIS 103      Introduction to Computing      3 Credits      F, S**  
 An introduction to computing intended as a general education course for all students. Presents an overview of computing including history, operational principles, terminology, components, hardware and software trends, commercial benefits, social impact, legal and ethical aspects, consumer issues, and typical software applications. Hands-on laboratory component introduces word processing, spreadsheets, and databases. Does not count towards the computer science major or minor.

**CIS 250                      Introduction to Information Systems                      3 Credits                      F**  
Offers a general approach to the use of Information Systems in management, education, and government. Topics include computer terminology, data communications, system design, computer ethics, human-to-computer interfaces, and computer based decision support systems. Credit may not be received for both BUS 330 and CIS 250.

*Prerequisites: CIS 103 or permission of instructor.*

**CSI 325                      Data Communications                      3 Credits                      S**  
This course presents concepts and applications of telecommunications technologies, networks, and distributed information systems. Topics include various standards, protocols, architectures, requirements, communication techniques, and management issues.

*Prerequisites: CIS 250, or BUS 330, or permission of instructor.*

**CIS 350                      Database Management                      3 Credits                      F**  
This course presents concepts and applications of data base management systems. Topics include physical and logical data organization, various database models, query languages, design concerns, integrity and security, and management issues.

*Prerequisites: CIS 250, or BUS 330, or permission of instructor.*

**CIS 450                      Software Engineering                      3 Credits                      F**  
This course presents an introduction to the latest trends in software engineering, including program specification and requirements. Topics include program solving techniques and software development. Particular emphasis is placed upon the design of large information systems projects.

*Prerequisites: CIS 250 or BUS 330, or permission of instructor, and one of the following courses: CSCI 105 or CSCI 200.*

**CIS 460                      Seminar in Information Systems                      1 Credit                      S**  
Discussion, preparation, and presentation of papers by the students and faculty on topics of current interest in information systems. This is a capstone course for those students majoring in Information Systems Management.

*Prerequisite: Senior standing with a major in Information Systems Management, or permission of the instructor.*

## **MUSIC**

The Music Department at Bridgewater College serves the various needs of the academic community with the Carter Center for Worship and Music as the site of most musical activity. Students from all majors are invited to participate in one or more of the choral, instrumental or chamber ensembles, and private study (applied music) is available to singers and players. Students who choose music as a career may focus on performance and/or elect to gain certification to teach vocal or instrumental music in the public schools. A minor in Church Music is offered and supported by the College's strong choral tradition and outstanding rehearsal and performance facilities for organists. Internships in music and music-related fields can be arranged for those with special interests. Numerous courses offered by the Music Department meet the College's General Education Requirement in Fine Arts. Specific information about musical opportunities and courses at Bridgewater College is listed below.

A major in Music consists of courses numbered 210, 211, 212, 213, 214, 221, 222, 311, 312, 313, 341, 342, 343, 420 or 421 and twelve credits in applied music (eight credits in the major performance area at the 300 level and 400 levels, and four credits in the minor performance area). The requirement in applied music includes satisfactory completion of two years of keyboard instruction and passing a piano proficiency examination for those who study piano below the 300 level. The Major in Music also includes a requirement of performance in a large ensemble for each year the student is in residence at Bridgewater College. Jury examinations are required each year in the student's major performance area. Two public performances in the major performance area are required each year. A senior recital is required. Completion of all requirements of the PDP program is required of Music majors.

Teacher certification for choral/vocal teachers consists of completing a music major in voice or keyboard and a minor in keyboard or voice as well as participation in a choral ensemble during each year of residence, and completion of the following professional education/music education and field experience courses and requirements: MUS 322, 422, and 436; Admission to the Education Department and passing scores on the Praxis Examinations; EDUC 100, 200, 201, 202, 215, 260, 370, 440, 470 and 475.

Teacher certification for instrumental teachers consists of completing a music major in a band or orchestral instrument and a minor in a band, orchestral or keyboard instrument as well as participation in an instrumental ensemble during each year of residence, and completion of the following professional education/music education and field experience courses and requirements: MUS 327, 422, and 436; Admission to the Education Department and passing scores on the Praxis Examinations; EDUC 100, 200, 201, 202, 215, 260, 440, 470 and 475.

A minor in Music consists of MUS 221, 222, 312 or 313, eight credits of applied music in the major performance area numbered 300 or above, two additional courses chosen from the following: MUS 311, 312, 313, 341, 342, 420 or 421, and participation in a large performing ensemble during each year the student is in residence. Jury examinations are required each year in the student's major performance area. Two public performances in the major performance area are required each year. A senior recital is required.

A minor in Church Music consists of 19 credits including MUS 322, 340, 480 or an equivalent experience, and the remaining credits chosen from the following: MUS 362, 400, 420 or 421, 422, and 490.

**FOR INFORMATION ON CAREERS IN MUSIC, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: <http://www.bridgewater.edu/departments/career/music.htm>**

<b>MUS 210</b>	<b>Voice Methods</b> (Replaces MUS 100)	<b>1 Credit</b>	<b>S</b>
Development of the singing voice: posture, breathing, vowels, consonants, placement and resonance; English, German, French and Italian diction; intonation; and choral and solo literature in several styles. Practical methods in teaching vocal music. <i>Prerequisite: Music major or permission of the Instructor.</i>			
<b>MUS 211</b>	<b>Brass Methods</b>	<b>1 Credit</b>	<b>F</b>
Practical course in the teaching, playing, and care of brass instruments.			
<b>MUS 212</b>	<b>Woodwind Methods</b>	<b>1 Credit</b>	<b>S</b>
Practical course in the teaching, playing, and care of woodwind instruments.			
<b>MUS 213</b>	<b>String Methods</b>	<b>1 Credit</b>	<b>S</b>
Practical course in the teaching, playing, and care of string instruments.			
<b>MUS 214</b>	<b>Percussion Methods</b>	<b>1 Credit</b>	<b>F</b>
Practical course in the teaching, playing, and care of percussion instruments.			
<b>MUS 220</b>	<b>Introduction to Western Music</b>	<b>3 Credits</b>	<b>F, S</b>
Listening and learning to recognize forms, styles, composers, and works in Western music from the early Christian era to the present. <i>General Education: Development of Western Culture, Fine Arts, Renaissance/Early Modern.</i>			
<b>MUS 221</b>	<b>Music Theory I</b>	<b>3 Credits</b>	<b>F</b>
Tonal and rhythmic development through exercises in sight singing and ear training. Solfège, part-singing, rhythms, scales, intervals and other fundamentals of music. Tonic, dominant and sub-dominant cadences (primary chords) and progressions studied by analysis, part-writing and keyboard harmony.			
<b>MUS 222</b>	<b>Music Theory II</b>	<b>3 Credits</b>	<b>S</b>
Primary and secondary chords, secondary dominant chords, and modulation to the dominant and relative major keys studied by analysis, part-writing and keyboard harmony. <i>Prerequisite: MUS 221</i>			
<b>MUS 230</b>	<b>Introduction to Twentieth-Century Music</b>	<b>3 Credits</b>	<b>F</b>
Listening and learning to recognize forms, styles, composers, and works in Western music since 1870. <i>General Education: Development of Western Culture, Fine Arts, Contemporary.</i>			
<b>MUS 232</b>	<b>American Music</b>	<b>3 Credits</b>	<b>I</b>
American musical life from colonial times to the present. Samplings include music following both the European classical tradition (operatic, choral, symphonic, etc.) and America's popular tradition (ragtime, jazz, rock, etc.). specific topics in the general areas are treated in detail by individual research. <i>General Education: Development of Western Culture, Fine Arts, Contemporary.</i>			





*Prerequisite: This course should be taken by students who have some background in music and who have the ability to read a musical score.*  
*General Education: Development of Western Culture, Fine Arts, Contemporary.*

**MUS 322                      Choral Literature                      2 Credits                      S**  
 Choral literature, styles, forms, and voicings from the Renaissance to the present. Historical considerations and performance practices are discussed, and criteria for selection of music for choirs are developed.

*Alternate years; offered 2003 - 2004.*

**MUS 327                      Marching Band Techniques                      2 Credits                      F**  
 Practical course for future public school marching band educators. Objectives include developing the skills necessary to instruct and administer a successful marching band.

*Alternate years; offered 2002 - 2003.*

**MUS 329                      Keyboard Pedagogy                      3 Credits                      F**  
 Separate studies of piano and organ teaching regarding teacher qualifications, teaching techniques, graded music courses, professional ethics, and recital planning.

*Offered on demand.*

**MUS 340                      Church Music                      3 Credits                      F**  
 Church music, with studies in hymnology, administration, graded choirs, choral techniques, choral literature, and worship.

*Alternate years; offered 2002 - 2003.*

**MUS 341                      Music Theory III                      3 Credits                      F**  
 Chromatically altered harmony with modulation techniques and impressionistic harmony studied by analysis, part-writing and keyboard harmony.

*Prerequisite: MUS 222*

**MUS 342                      Music Theory IV                      3 Credits                      S**  
 A study of the fundamentals of twelve-tone serialism through written exercises and analysis, followed by a course in Form and Analysis which studies phrase structures and the various part-forms of tonal music.

*Prerequisite: MUS 341*

**MUS 343                      Music Arranging                      3 Credits                      S**  
 (Formerly MUS 321)

Instruments of the orchestra and band and various choral ensembles, their classifications, ranges, and general use. The course provides for writing and arranging of music for solo instruments, ensembles, band, orchestra and voices.

*Prerequisite or Co-requisite: MUS 342.*

*Alternate years; offered 2003 - 2004.*

**MUS 362                      Eighteenth-Century Counterpoint                      2 Credits                      S**  
 Eighteenth-century contrapuntal techniques, including fugue.

*Prerequisite: MUS 342.*

*Offered on demand.*

- |  |   |                  |          |
|--|---|------------------|----------|
| <b>MUS 370</b>   | <b>History of Dramatic Music</b>                    | <b>3 Credits</b> | <b>I</b> |
| Analytical study of the history of dramatic music, especially opera and oratorio. Listening and reading assignments focus on specific composers and works as they relate to historical trends in musical style.  |   |                  |          |
| <i>General Education: Development of Western Culture, Fine Arts, Renaissance/Early Modern.</i>   |   |                  |          |
| <b>MUS 400</b>   | <b>Composition</b>                                  | <b>2 Credits</b> | <b>S</b> |
| The study and practice of musical composition, both traditional and modern.  |   |                  |          |
| <i>Prerequisite: MUS 343.</i>  |   |                  |          |
| <i>Offered on demand.</i>  |   |                  |          |
| <b>MUS 412</b>   | <b>Music in the Life of the Child</b>               | <b>3 Credits</b> | <b>S</b> |
| A course for future classroom teachers. Music history, various media, selected literature and forms with consideration given to the child's capacities for manipulating and perceiving musical elements and aesthetic awareness and response. While the focus of the course is the art music of Europe and North America, some attention is given to various ethnic and folk traditions. |   |                  |          |
| <i>Offered on demand.</i>  |   |                  |          |
| <b>MUS 420</b>   | <b>Instrumental Conducting and Methods</b>          | <b>3 Credits</b> | <b>F</b> |
| (Replaces MUS 300)   |   |                  |          |
| Instrumental conducting. Elements of conducting, use of the baton, score reading, the organization and administration of ensembles, and the conducting of suitable literature for those organizations and combined instrumental and choral ensembles.  |   |                  |          |
| <i>Prerequisite: MUS 222</i>   |   |                  |          |
| <b>MUS 421</b>   | <b>Choral Conducting and Methods</b>                | <b>3 Credits</b> | <b>F</b> |
| (Replaces MUS 300)   |   |                  |          |
| Choral conducting. Elements of conducting, use of the baton, score reading, the organization and administration of ensembles, and the conducting of suitable literature for those organizations and combined choral and instrumental ensembles.  |   |                  |          |
| <i>Prerequisite: MUS 222.</i>  |   |                  |          |
| <b>MUS 422</b>   | <b>Music Education<br/>in the Elementary School</b> | <b>3 Credits</b> | <b>F</b> |
| A course for future music teachers. Introduction to the melodic and harmonic instruments used in the elementary school. Selection and presentation of rote songs, rhythmic activities, creative activities, and listening program of grades K-6.   |   |                  |          |
| <i>Prerequisite: MUS 222.</i>  |   |                  |          |
| <b>MUS 436</b>   | <b>Music Education<br/>in the Secondary School</b>  | <b>3 Credits</b> | <b>S</b> |
| The methodology and philosophy of teaching music in the secondary school including general music, music appreciation, music theory, and performing groups.   |   |                  |          |
| <i>Prerequisite: MUS 222.</i>  |   |                  |          |

## **PERFORMING ENSEMBLES**

Ensembles members earn .5 credit per semester, and are expected to commit themselves to participation in the ensemble for the full academic year. A maximum of four credits in ensemble participation may be applied toward graduation. Students from all majors are eligible for membership in the performing ensembles.

**MUS 441                  Concert Choir                                  .5 Credit                  F, S**

A select choral ensemble of about 45 singers who rehearse a wide variety of choral literature in preparation for the ensemble's annual spring concert tour. The Concert Choir serves as the campus ceremonial chorus.

*Prerequisite: An audition is required.*

**MUS 442                  Chorale    .5 Credit                  F, S**

The Chorale is an ensemble of about 25 advanced singers. The Chorale appears on and off campus throughout the entire year in a variety of programs. The Chorale tours with the Concert Choir each spring. The ensemble makes occasional concert tours to distant locations in the United States and abroad. Members of the Chorale are required to be members of the Concert Choir, MUS 441. Membership is determined by auditions which are held in the spring for the following year.

*Prerequisite: An audition is required.*

**MUS 443                  Symphonic Band                                  .5 Credit                  F, S**

Performs a wide variety of concert band literature on and off campus. Instrumental music majors are required to enroll in this ensemble.

*Previous instrumental music experience.*

**MUS 444                  Jazz Band    .5 Credit                  F, S**

Performs a wide variety of jazz literature on and off campus. Ensemble members who are instrumental music majors are required to also be members of the Symphonic Band, MUS 443.

*Prerequisite: An audition is required.*

**MUS 445                  Chamber Music Ensembles                          .5 Credit                  F, S**

Brass, String, Percussion, Woodwind, Vocal, Handbell, and Mixed Small ensembles. A wide variety of quality literature will be performed on and off campus.

*Prerequisite: Permission of the Instructor.*

## **APPLIED MUSIC**

A student may register simultaneously for one or two applied music courses with the approval of his or her advisor and the music faculty. One credit may be earned each semester for each applied area.

For the new applied music student, the course number is determined by an audition before a member of the music faculty.

100 level: beginning student

200 level: second year beginning student

300 level: first year for an advanced student

350 level: second year for an advanced student

400 level: third year for an advanced student

450 level: fourth year for an advanced student

The last digit in an applied music course number designates the specific applied music area (i.e., a beginning piano student's number will be 101; a first year advanced piano student's number will be 301).

\_\_01 piano

\_\_02 organ

\_\_03 voice

\_\_04 woodwind instrument

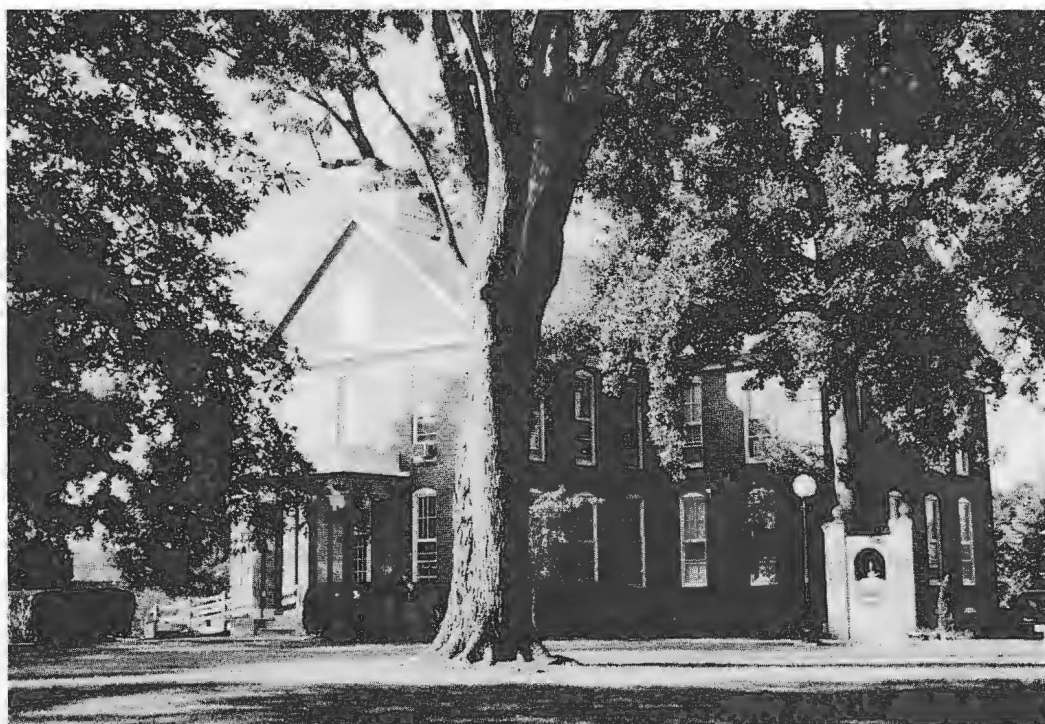
\_\_05 brass instrument

\_\_06 percussion instrument

\_\_07 string instrument

\_\_08 guitar

<b>MUS 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>MUS 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>MUS 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>MUS 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>



## **PHILOSOPHY AND RELIGION**

Majoring in Philosophy and Religion is an ideal major for the liberal arts student. In all philosophy and religion courses, one sees how logical tools and ethical principles help to bring together, and make personal, the variety of knowledge gained in other disciplines. Study in philosophy and religion illuminates the historical and contemporary content of Western and Eastern cultures and is excellent preparation for graduate school in any humanities field where both a clear understanding of intellectual history and effective skills in research and argumentation are prerequisites.

Career opportunities for the student going into ministry, religious education, or graduate school in philosophy or religion begin with completing the curriculum of Bridgewater College and the major in the Department of Philosophy and Religion leading to the Bachelor's Degree. This qualifies one as an applicant for admission to a theological seminary to pursue a Master of Arts or a Master of Divinity degree. Such a Master's degree is prerequisite for ordination to the ministry in most denominations. The degree from Bridgewater College in Philosophy and Religion also qualifies one as an applicant for admission to other graduate schools' and universities' Master's Degree programs in philosophy, in religion, or in other humanities disciplines. The degree also qualifies one for lay leadership in religious education, or for doing church work. The degree in philosophy and religion also has shown itself to have played an excellent role in preparation for law, banking and finance, international relief service education, and music careers. In fact, recent majors in philosophy and religion have entered each of those varied fields.

A major in Philosophy and Religion consists of not less than 30 credits with a minimum of 12 credits each from Philosophy and Religion, the remaining credits composed of courses approved by the Department.

One can choose to minor in Philosophy and Religion. A minor in Philosophy and Religion consists of 18 credits in Philosophy and Religion. In addition to the general minor, the Department offers a minor in Peace Studies that addresses the continuing need for intellectually substantial, morally grounded, and practically effective alternatives to socially conditioned structures of conflict and violence. A minor in Peace Studies consists of 18 credits including REL 335, 420, PHIL 340, and three of the following: PHIL 225, 490; REL 317, 319, 340, 400, 490; PSCI 335, 355, 370, and SOC 325. Courses that are listed on a student's plan of the major in Philosophy and Religion are excluded.

The College's general education requirement of courses in the development of western culture at various periods of time can be met by courses in the Department of Philosophy and Religion. See the course's description in the catalog to discover the period to which a particular course applies.

Either REL 210 or 220 meets the religion requirement of the College's general education requirement.

**FOR INFORMATION ON CAREERS IN PHILOSOPHY AND RELIGION, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: <http://www.bridgewater.edu/departments/career/phil-rel.htm>**

**d Religion 3 Credits F**

metaphysics, epistemology, aesthetics and  
perspective. Traces the lineage of current  
methods of inquiry that are treated in greater  
Designed and intended for freshmen and  
or in philosophy and religion

*in Religion or Philosophy.*

## 3 Credits I

questions that have become major political  
 abortion, sexism, racism, drugs, privacy and  
 interest to the group.

EC 101; and REL 210 or 220.

- 2003.

ment of Western Culture, Contemporary or  
sophy.

## 3 Credits I

entertainment media of modern American  
and arising from popular movies, television,  
research materials from the most popular  
treme popularity.

C 101; and REL 210 or 220.

- 2004.

ment of Western Culture, Contemporary or  
tophy.

## 3 Credits S

ordinary language, deductive and inductive  
 action to symbolic logic, scientific method,

Region or Philosophy.

## Medication 3 Credits F

This course will familiarize students with information. Students will focus on personal skills, interpersonal mediation, and facilitating. Students will also consider the ethics of and culture on conflict and transformation, as well as participate in discussions, exercises, and activities. The course will meet on the regularly scheduled meeting times,

*EL 210 or 220.*



**PHIL 320      Professional Ethics      3 Credits      F**

Pressing issues confronting professionals in a technological era. Utilizing the insights of philosophical and religious ethics, the course examines the responsibilities of the professional person in business, medicine, law education, the ministry, and other fields. Problems considered include confidentiality, accountability, whistleblowing, governmental regulation, and ethical codes.

*Prerequisite: ENG 101 or GEC 101 and REL 210 or 220 and Junior or Senior standing.*

*General Education: Development of Western Culture, Contemporary.*

**PHIL 329      Classical Cultures: Greece and Italy      3 Credits      I**

An analysis of the historical and cultural roots of our western culture with special concern for the religious and philosophical heritage. Fifteen days of travel are combined with the academic study of the historical sites, literature, art, and concepts of these extraordinary ancient civilizations.

*General Education: Development of Western Culture, Ancient/Medieval or Europe List.*

*Offered on demand.*

**PHIL 331      The Classical Mind      3 Credits      F**

(Replaces PHIL 311)

(Cross-listed as PSCI 331)

The primary works of Plato and Aristotle. The development of certain issues into the Medieval era is traced and the original contributions of major Medieval thinkers, especially Augustine and Aquinas, are assessed.

*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*

*Alternate years; offered 2003 - 2004.*

*General Education: Development of Western Culture, Ancient/Medieval or a course in Religion or Philosophy.*

**PHIL 332      The Evolution of the Modern Mind      3 Credits      S**

(Replaces PHIL 312)

The primary works of certain major philosophers who have shaped our intellectual history. Emphasis is placed on Descartes, Spinoza, Leibnitz, Hume, Locke, Kant, and Hegel. The basic philosophical turning-points in the modern history of our civilization are highlighted.

*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*

*Alternate years; offered 2003 - 2004.*

*General Education: Development of Western Culture, Renaissance/Early Modern or a course in Religion or Philosophy*

**PHIL 333      Contemporary Philosophy      3 Credits      F**

(Replaces PHIL 313)

Outstanding philosophical concerns of this milieu beginning with the Vienna Circle and continuing to the present. Focus is on the primary works of influential philosophers from analytical philosophy, language analysis, and important linguistic arguments from writers in other schools of thought and academic disciplines. Representative thinkers may include Wittgenstein, Ayer, Quine and Rorty.

*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*

*Alternate years; offered 2002 - 2003.*

- PHIL 335**      **Philosophy of Religion**      **3 Credits**      **I**  
Concepts and problems associated with theistic faith in the West. Areas of inquiry and reflection include: the relation of philosophy to religion, arguments for and against the existence of God, the problem of evil, the nature of religious experience (including miracles and mystical experience), the purpose and meaning of religious language, and the immortality of the soul.  
*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2002 - 2003.*  
*General Education: Development of Western Culture, Contemporary or a course in Religion or Philosophy.*
- PHIL 337**      **Philosophy of Science**      **3 Credits**      **S**  
(Replaces PHIL 304)  
Interaction of philosophy and science that affects human understanding of the physical universe, life, the mind, and human values. Investigations are made into methods of research, physical evidence defining our universe, the principle of relativity, the uncertainty principle, predictive knowledge, and related topics.  
*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2002 - 2003.*  
*General Education: Development of Western Culture, Contemporary or a course in Religion or Philosophy.*
- PHIL 340**      **Conflict Resolution and Mediation**      **3 Credits**      **F**  
(Cross-listed as SOC 319)  
Models for the analysis of human conflict, how to mediate interpersonal, interorganizational, and intergroup conflict.  
*Prerequisites: GEC 101 and REL 210 or 220.*
- PHIL 420**      **Postmodernism**      **3 Credits**      **F**  
An effort to analyze philosophically the eras of the twentieth century considered "modernism" and "postmodernism". Some key ideas of relativity, literary criticism, modern warfare, social norms, and ethical values from art, literature, sciences, social sciences, and philosophy. Authors from the movements called existentialism, structuralism, deconstructionism, feminism, pragmatism, et al.  
*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2003 - 2004.*  
*General Education: Development of Western Culture, Contemporary or a course in Religion or Philosophy.*
- PHIL 430**      **Philosophy and Religion Seminar**      **3 Credits**      **S**  
(Cross-listed as REL 430)  
Intensive study, research, and discussion in an interdisciplinary field of current interest. The Departments of Psychology, Sociology, Economics, History, and others cooperate at times with the Department of Philosophy and Religion in presenting this seminar.  
*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*  
*Offered on demand.*
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<b>PHIL 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PHIL 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PHIL 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PHIL 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **RELIGION**

<b>REL 200</b>	<b>Introduction to Philosophy and Religion</b>	<b>3 Credits</b>	<b>F</b>
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(Cross-listed as PHIL 200)

Examines a series of fundamental questions in metaphysics, epistemology, aesthetics and ethics from both a philosophical and a theological perspective. Traces the lineage of current assumptions and introduces the questions and methods of inquiry that are treated in greater detail in subsequent courses in the Department. Designed and intended for freshmen and sophomores who are considering a major or minor in philosophy and religion.

*General Education: Development of Western Culture,  
Contemporary or a course in Religion or Philosophy.*

<b>REL 210</b>	<b>Old Testament</b>	<b>3 Credits</b>	<b>F, S</b>
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History, literature, and faith of the Hebrew people in the Old Testament period. The Old Testament literature is examined utilizing the insights of archaeology and literary, redaction, and historical criticism. The impact of Hebrew history upon Western culture and the contemporary relevance of Hebrew theological insights are considered.

*Prerequisite: ENG 101 or GEC 101.*

*General Education: Development of Western Culture, Ancient/Medieval  
or Old Testament or New Testament. .*

<b>REL 220</b>	<b>New Testament</b>	<b>3 Credits</b>	<b>F, S</b>
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Christian beginnings with emphasis upon the literature and thought of the early Christian community. Introduces information and skills necessary for examining the New Testament documents and their relevance in the history of Western culture.

*Prerequisite: ENG 101 or GEC 101.*

*General Education: Development of Western Culture, Ancient/  
Medieval or Old Testament or New Testament.*

<b>REL 310</b>	<b>Jesus of History</b>	<b>3 Credits</b>	<b>S</b>
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The person, the work, and the mission of Jesus as understood in his own time and by Christians throughout history. Examines how the perception of Jesus changes and develops within various historical contexts, and how these changes are reflected in the doctrinal treatises, literature, and fine arts of each period.

*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*

*Alternate years; offered 2003 - 2004*

*General Education: Development of Western Culture, Ancient/  
Medieval and a course in Religion or Philosophy.*

- REL 312 Archaeology and the Bible 3 Credits I**  
 Archaeology as it relates to biblical materials, especially to the Old Testament. An examination of findings and discoveries of the past two centuries and their relationship to biblical religion and faith, and to the history of the Hebrew people.  
*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*  
*Offered on demand.*  
*General Education: Development of Western Culture, Ancient/Medieval.*
- REL 315 The Lands of the Bible 3 Credits I**  
 A study of the history, sociology, and archaeology of Palestine as these disciplines relate to the literature, religions, and cultures of ancient Hebrew society and early Christianity. Following the first week of study on campus, two weeks are devoted to visiting sites of biblical and religious importance in Israel and Jordan.  
*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*  
*Offered 2002 - 2003.*  
*Prior General Education: World Cultures or Global Diversity.*
- REL 317 History of the Christian Church 3 Credits F**  
 (Replaces REL 326)  
 (Cross-listed as HIST 450)  
 General introduction to Christianity, surveying all three historical traditions: the Roman Catholic, the Eastern Orthodox, and the Protestant. Special emphasis on social and political structures of the church, and issues in theology and ethics from the Apostolic Age to the present.  
*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2003 - 2004.*  
*General Education: Development of Western Culture or a course in Religion or Philosophy.*
- REL 318 Medieval Women's Spirituality 3 Credits I**  
 A study of medieval women's visionary literature, considering both its roots in the classical and medieval mystical tradition and its development within the distinct life experience of women in the Middle Ages. Special attention will be given to such authors as Hildegard of Bingen, Julian of Norwich, Teresa of Avila, and the Beguine mystics Hadewijch, Mechthild of Magdeburg, Beatrice of Nazareth, and Marguerite Porete.  
*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2003 - 2004*  
*General Education: Development of Western Culture, Ancient/Medieval and a course in Religion or Philosophy.*
- REL 319 History of the Church of the Brethren 3 Credits I**  
 (Replaces REL 328)  
 From its beginning to the present day. Emphasis upon understanding the church today in light of its historical development, and attention to Brethren doctrine and ideals.  
*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2003 - 2004.*  
*General Education: Development of Western Culture, Contemporary.*

**REL 325                      Biblical Interpretation                      3 Credits                      S**

(Formerly REL 304)

A survey of the changing approaches to biblical interpretation throughout history. Focuses on the theological schools and exegetical methods of the Early Church, the Middle Ages, the Reformation, and the Modern Era. Special attention is given to the exegesis of selected passages.

*Prerequisite: ENG 101, or GEC 101 and REL 210 or 220.*

*Alternate years; offered 2002 – 2003.*

*General Education: Development of Western Culture, Ancient/Medieval or a course in Religion or Philosophy.*

**REL 327                      Biblical Themes in Literature                      3 Credits                      I**

(Formerly REL 305)

(Cross-listed as ENG 327)

A study of literature inspired by the Bible. The focus is on reading and writing about how religious ideas are expressed in literature, how authors use specific biblical stories in their novels, and how various authors may differ in their retellings of the same story.

*Prerequisite: ENG 101 and 102 or GEC 101 and REL 210 or 220.*

*Alternate years; offered 2002 – 2003.*

*General Education: Development of Western Culture, Contemporary or Literature.*

**REL 331                      Basic Christian Thought                      3 Credits                      F**

(Replaces REL 300)

Introduction to Christian theology. The central doctrines of the Christian faith examined in the context of their historical development. Various interpretations of those doctrines in contemporary theology are evaluated. The course is a seminar in format.

*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220*

*Alternate years; offered 2002 - 2003.*

*General Education: Development of Western Culture, Contemporary or a course in Religion or Philosophy.*

**REL 332                      Reformation Thought                      3 Credits                      F**

(Replaces REL 345)

The formative period of thought for contemporary Catholic and Protestant Christianity. Thinkers include representative Scholastics, the Humanists, Luther, Zwingli and the Anabaptists, Calvin, and the Catholic Reform expressed in the Councils from Constance to Trent.

*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*

*Alternate years; offered 2002 - 2003.*

*General Education: Development of Western Culture, Renaissance/Early Modern or a course in Religion or Philosophy.*

**REL 333                      Contemporary Christian Thought                      3 Credits                      S**

(Replaces REL 330)

Critical reading and discussion of writings of representative contemporary theologians and writers in the field of religion with a view to developing an awareness of basic issues and patterns in present theological thinking.

*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*

*Alternate years; offered 2002 - 2003*

*General Education: Development of Western Culture, Contemporary or a course in Religion or Philosophy.*

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| <b>REL 335</b> | <b>Christian Perspectives<br/>on Violence and Peace</b> | <b>3 Credits</b> | <b>I</b> |
|----------------|---|------------------|----------|
- Biblical, historical, and social attitudes towards violence and peace including a study of political, social, and scientific factors which affect violence at the interpersonal, through war at the international, levels of human experience. A seminar approach is used.  
*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2002-2003.*  
*General Education: A course in Religion or Philosophy*
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| <b>REL 340</b> | <b>Religions of the Near East</b> | <b>3 Credits</b> | <b>F</b> |
|----------------|-----------------------------------|------------------|----------|
- Major living religions of the Near East stressing a sympathetic understanding of the illumination which is provided the adherents of each for daily living, as well as some of the cultural expressions of each in those societies where they flourish. Religions studied include Judaism, Christianity, and Islam.  
*Prerequisites: Eng 101 or GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2003 - 2004.*  
*General Education: World Cultures or Global Diversity.*
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| <b>REL 350</b> | <b>Religions of the Far East</b> | <b>3 Credits</b> | <b>F</b> |
|----------------|----------------------------------|------------------|----------|
- Major living religions of the Far East stressing a sympathetic understanding of the illumination which is provided the adherents of each for daily living, as well as some of the cultural expressions of each in those societies where they flourish. Religions studied include Hinduism, Buddhism, and native Chinese religion.  
*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2002 - 2003.*  
*General Education: World Cultures or Global Diversity*
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| <b>REL 400</b> | <b>Peace Studies Seminar</b> | <b>3 Credits</b> | <b>S</b> |
|----------------|------------------------------|------------------|----------|
- A brief history of peace studies in the United States, current issues in peace studies, studies in the philosophy of civilization, the roles of violence and nonviolence in protest and revolution, and the roles of church and state in peacemaking.  
*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*  
*Offered on demand.*
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|----------------|--------------------------------|------------------|----------|
| <b>REL 420</b> | <b>Christian Social Ethics</b> | <b>3 Credits</b> | <b>S</b> |
|----------------|--------------------------------|------------------|----------|
- Personal and social ethical issues from the perspective of contemporary writings of Christian ethicists. Normative and contextual approaches. An examination of the relationship between religion and culture.  
*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2003 - 2004.*  
*General Education: A Course in Religion or Philosophy.*
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|----------------|--|------------------|----------|
| <b>REL 430</b> | <b>Philosophy and Religion Seminar</b><br>(Cross-listed as PHIL 430) | <b>3 Credits</b> | <b>S</b> |
|----------------|--|------------------|----------|
- Intensive study, research, and discussion in an interdisciplinary field of current interest. The Departments of Psychology, Sociology, Economics, History, and others cooperate at times with the Department of Philosophy and Religion in presenting this seminar.  
*Prerequisites: ENG 101 or GEC 101 and REL 210 or 220.*  
*Offered on demand.*



<b>REL 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>REL 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>REL 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>REL 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>



## **PHYSICS**

The Physics Department offers three majors for those students interested in physics-related or technical vocations.

The Physics Department offers a **pre-professional** program in Engineering. This program is designed for students who may be interested in attending Engineering school after graduation. Interested students should contact the Physics Department Chair.

**FOR INFORMATION ON CAREERS IN PHYSICS, VISIT THE OFFICE OF CAREER SERVICES OR GO TO : <http://www.bridgewater.edu/departments/career/physics.htm>**

### **PHYSICS MAJOR**

This major is selected by students planning on graduate study in physics or engineering or on a vocation in a physics-related job in the commercial world.

#### **Required courses:**

PHYS 221, 222	General Physics I, II
PHYS 305	Electronics
PHYS 308	Modern Physics
PHYS 311	Classical Mechanics I
PHYS 331	Electricity and Magnetism I
PHYS 345	Experimental Physics
PHYS 460	Seminar

Nine additional credits from courses numbered 300 or above.

#### **Supporting courses:**

MATH 131 and 132	Calculus I, II
MATH 231 and 232	Calculus III, IV

### **PHYSICS AND MATHEMATICS MAJOR**

This major is designed primarily for students wishing to certify to teach physics and mathematics at the secondary level and may not be taken as a dual major with the major in mathematics or physics.

#### **Required courses in physics:**

PHYS 221, 222	General Physics I, II
PHYS 305	Electronics
PHYS 308	Modern Physics
PHYS 345	Experimental Physics
PHYS 460	Seminar

Three additional credits in physics from courses numbered 300 or above for a total 24 credits.

#### **Required courses in mathematics:**

MATH 131, 132	Calculus I, II
MATH 216	Set Theory and Symbolic Logic
MATH 231, 232	Calculus III, IV
MATH 300	Modern Geometry

Six additional credits in mathematics from courses numbered 300 or above for a total of 24 credits.

## PHYSICAL SCIENCE MAJOR

This major is designed primarily for pre-engineering students and may not be taken as a dual major with a major in chemistry or a major in physics.

### Required courses:

PHYS 221, 222	General Physics I, II
PHYS 308	Modern Physics
PHYS 460	Seminar
CHEM 161, 162	General Chemistry I, II
MATH 131, 132	Calculus I, II
MATH 231, 232	Calculus III, IV

Six additional courses numbered 300 or above chosen from the Departments of Chemistry and Physics.

## PHYSICS MINOR

### Required courses:

PHYS 221, 222	General Physics I, II
PHYS 308	Modern Physics

Select three additional physics courses with numbers 300 or above.

### **PHYS 105      Concepts of Physics      4 Credits      F, S**

An introduction to the basic concepts of physics emphasizing practical applications of physical laws to common occurrences. Physical descriptions are presented on how things move, the behavior of sound and light, uses of electricity and magnetism, and the behavior of fundamental particles. Three hours in class and two hours in laboratory per week.

*Prerequisites: MATH 107 or 110 or satisfactory score on the placement exam, or permission of the instructor.*

*General Education: Natural Science.*

### **PHYS 110      Introductory Astronomy      4 Credits      F or S**

Designed to help students appreciate and understand their physical environment and the methods of physical science through the study of basic astronomy. Topics include the history of astronomy; motion of celestial objects; planets of the solar system; birth, life, and death of stars; galaxies; and cosmology. Three hours in class and two hours in laboratory per week.

*General Education: Natural Science.*

### **PHYS 205      Principles of Astrophysics      3 Credits      I**

Basic principles of physics as applied to understanding the physical nature of the solar system; the birth, life and death of stars including black holes; and the formation of the universe.

*Prerequisite: MATH 120.*

### **PHYS 218, 219      College Physics I, II      4 Credits each      F, S**

An algebra-based exploration of the concepts of motion, forces, energy, waves, heat, electricity, magnetism, optics, and modern physics. Three hours in class and three hours in laboratory per week.

*Prerequisite: MATH 120. PHYS 218 is prerequisite to PHYS 219.*

*General Education: Natural Science.*

*Alternate years: offered 2002 - 2003*

<b>PHYS 221, 222</b>	<b>General Physics I, II</b>	<b>4 Credits each</b>	<b>F, S</b>
During the first term: Kinematics, Newton's laws of motion, conservation laws, rotational motion, periodic motion, and fluid mechanics. During the second term: Thermodynamics, electricity, magnetism, optics and modern physics. A combination of lectures and learning by inquiry are employed. Computers are used for data acquisition, data analysis, and mathematical modeling. Three hours in class and three hours in laboratory per week.			
<i>Prerequisite: MATH 130 or 132 or concurrent enrollment in MATH 131, 132 respectively. PHYS 221 is prerequisite to PHYS 222.</i>			
<i>General Education: Natural Science.</i>			
<b>PHYS 305</b>	<b>Electronics</b>	<b>4 Credits</b>	<b>F</b>
Analog and digital electronics including diode and transistor operation, mathematical circuit analysis, operational amplifier applications, and digital logic gates. Two hours in class and six hours in laboratory per week.			
<i>Prerequisite: PHYS 222 and MATH 132.</i>			
<i>Alternate years; offered 2003 - 2004.</i>			
<b>PHYS 306</b>	<b>Digital Electronics</b>	<b>3 Credits</b>	<b>I</b>
Analysis and applications of digital circuits such as flip-flops, registers, counters and analog-to-digital converters leading to interfacing real-time data collection to computers.			
<i>Prerequisites: PHYS 222 or PHYS 219.</i>			
<i>Alternate years: offered 2002 - 2003.</i>			
<b>PHYS 308</b>	<b>Modern Physics</b> (Replaces PHYS 340)	<b>3 Credits</b>	<b>F</b>
Relativity, wave-particle dualism, Schroedinger equation, wave functions, spectra, nuclear physics and elementary particles.			
<i>Prerequisites: PHYS 222 and MATH 132.</i>			
<i>Alternate years; offered 2003 - 2004.</i>			
<b>PHYS 311, 312</b>	<b>Classical Mechanics I, II</b>	<b>3 Credits each</b>	<b>F, S</b>
Kinematics and dynamics in one, two and three dimensions including oscillating systems, central force motion, Lagrangian and Hamiltonian dynamics, motion of rigid objects, and wave motion.			
<i>Prerequisites: PHYS 222 and MATH 132 or 133. PHYS 311 is prerequisite to PHYS 312.</i>			
<i>Alternate years; offered 2002 - 2003.</i>			
<b>PHYS 331, 332</b>	<b>Electricity and Magnetism I, II</b>	<b>3 Credits each</b>	<b>F, S</b>
Electrostatics, scalar potential, electric fields and energy in conductors and dielectrics, electric currents, magnetic fields and energy, leading up to Maxwell's equations and from there to electromagnetic radiation.			
<i>Prerequisites: PHYS 222 and MATH 132. PHYS 331 is prerequisite to PHYS 332.</i>			
<i>Alternate years; offered 2002 - 2003.</i>			
<b>PHYS 341</b>	<b>Thermal and Statistical Physics</b> (Replaces PHYS 301)	<b>3 Credits</b>	<b>I</b>
Thermodynamics, kinetic theory, and an introduction to statistical mechanics.			
<i>Prerequisites: PHYS 222 and MATH 232.</i>			
<i>Alternate years; offered 2002 - 2003.</i>			

<b>PHYS 345</b>	<b>Experimental Physics</b>	<b>3 Credits</b>	<b>I</b>
Certain classical and modern experiments designed to give the student a basic understanding of experimental methods. One hour in class and six hours in laboratory per week.			
<i>Prerequisites: PHYS 221, 222, and MATH 132.</i>			
<i>Alternate years; offered 2003 - 2004.</i>			
<b>PHYS 410</b>	<b>Optics and Laser Physics</b>	<b>4 Credits</b>	<b>S</b>
Topics include electromagnetic nature of light, geometrical optics, polarization, interference, diffraction, holography, and basics of lasers with applications. Three hours in class and three hours in laboratory per week.			
<i>Prerequisites: PHYS 222 and MATH 232.</i>			
<i>Alternate years; offered 2003 - 2004.</i>			
<b>PHYS 420</b>	<b>Quantum Mechanics</b>	<b>3 Credits</b>	<b>S</b>
Schroedinger equation, square well, harmonic oscillator, hydrogen atom, matrix methods, angular momentum, spin, and approximation methods.			
<i>Prerequisites: PHYS 340 and MATH 232.</i>			
<i>Alternate years; offered 2003 - 2004.</i>			
<b>PHYS 450</b>	<b>Special Topics</b>	<b>3 Credits</b>	<b>F, S</b>
Devoted to a subject chosen from some field of physics in which regular courses are not offered. The course may be repeated for credit provided a different topic is covered.			
<i>Prerequisite: Consent of instructor.</i>			
<i>Offered on demand.</i>			
<b>PHYS 460</b>	<b>Seminar in Mathematics, Computer Sciences, and Physics</b>	<b>3 Credits</b>	<b>F</b>
(Cross-listed as MATH 460)			
Discussion and presentation of papers by students and faculty on problems of current interest in mathematics, computer science, and physics.			
<i>Prerequisite: Senior standing with a major in Mathematics, Computer Science, Physics, or permission of the instructor.</i>			
<b>PHYS 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PHYS 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PHYS 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PHYS 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **PSYCHOLOGY**

The Psychology Department at Bridgewater College offers courses and facilities that prepare students for careers in teaching, research, and professional services. For example, many of our majors also complete the professional teacher education program and go on to become elementary school teachers. Others combine our major with the special education program as they prepare for a career in special education. Still others combine our major with a major in philosophy and religion in preparation for seminary studies and Christian ministry. Students who elect to pursue graduate studies in psychology may do so either as preparation for 1) a career as a professional psychologist (examples include counseling, industrial-organizational psychology, clinical psychology, and school psychology); 2) a career in social science teaching/research (for example, as an educational, social, developmental, or personality psychologist); or 3) a career in natural science teaching/research (examples include cognitive science, biopsychology/behavioral neuroscience, sensation/perception, motivation/emotion, and psychopharmacology).

The curriculum is decidedly research-focused while sampling from subfields within psychology that are traditionally regarded as experimental domains (learning, cognition and behavioral neuroscience) and those more often labeled as applied-social areas (abnormal, developmental, and social psychology). Students may fulfill the senior research requirement by either completing a research project using state-of-the-art computing and laboratory facilities in Bowman Hall or by conducting applied research while working in a practicum setting at one of many human service agencies in the state. More specific information regarding the curriculum and the major in psychology at Bridgewater College is presented below.

**FOR INFORMATION ON CAREERS IN PSYCHOLOGY, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: <http://www/departments/career/psych.htm>**

A major in psychology consists of a minimum of 41 credits, including Psychology 200, 220, 225, 230, and 450; three (3) courses selected from Psychology 325, 330, 340, 370 and 420; three (3) courses selected from Psychology 320, 350, 360, 430 and 440; and two (2) courses selected from Psychology 455, 460 and 481. Psychology majors must complete Psychology 200, 220, 225, and 230 prior to completion of their sophomore year. A minor in psychology consists of a minimum of 22 credits, including Psychology 200, 220, 225, 230, and 305; one (1) course from Psychology 325, 330, 340, 370 and 420; one (1) course from Psychology 320, 350, 360, 430 and 440; and one (1) elective course numbered above 300.

<b>PSY 200</b>	<b>General Psychology</b>	<b>3 Credits</b>	<b>F, S</b>
Introduction to psychology as a natural and a social science. Topics include the methods of science, biological bases of behavior, developmental processes, sensation and perception, states of consciousness, conditioning and learning, memory and cognition, motivation and emotion, theories and assessment of intelligence and personality, diagnosis and treatment of psychological disorders, and social-cultural influences on behavior.			

*General Education: Social Sciences.*

<b>PSY 220</b>	<b>Measurement and Statistics</b>	<b>3 Credits</b>	<b>F, S</b>
Introduction to basic principles of measurement, data collection and analysis. Topics include data distributions, preparation of tables and graphs, descriptive statistics (measures of variability, center and association), and statistical inference (sampling distributions, estimation, and hypothesis tests).			

*Prerequisite: Psychology 200 and Mathematics 107 or its equivalent.*



<b>PSY 225</b>	<b>Biological Psychology</b> (Replaces Psychology 305)	<b>4 Credits</b>	<b>F, S</b>
Introduction to the biological bases of human and animal behavior. A general introduction to the nervous system, including its development, structure, and function, with particular emphasis on the role of brain mechanisms in movement, circadian rhythms, hunger and thirst, sexual behavior, emotional behaviors and stress, learning and memory, and psychological disorders. Three lecture hours and one laboratory per week. <i>Prerequisite: Psychology 200.</i>			
<b>PSY 230</b>	<b>Research Methods</b> (Replaces Psychology 300)	<b>4 Credits</b>	<b>F, S</b>
Introduction to descriptive, correlational, differential (quasi-experimental) and experimental research methods. Topics include an introduction to science as a way of thinking, sampling, hypothesis testing and validity, techniques for controlling extraneous variables, and ethical issues involved in conducting psychological research. The student will learn how to formulate research ideas into testable hypotheses and design experiments that adequately test such hypotheses. Three lecture hours and one laboratory per week. <i>Prerequisite: Psychology 220, Psychology 225, and GEC/English 101.</i>			
<b>PSY 310</b>	<b>Advanced Research Methods</b> (Replaces Research Design and Data Analysis)	<b>3 Credits</b>	<b>S</b>
Methods of analyzing and interpreting data from small-N, qualitative and multiple variable, quantitative research designs are discussed. Instruction in the use of SPSS statistical software to analyze data from designs requiring multivariate analyses, including multiple regression, analysis of variance, canonical correlation, principal components, and factor analysis. <i>Prerequisite: Psychology 230 and junior or senior standing.</i>			
<b>PSY 320</b>	<b>Abnormal Psychology</b>	<b>3 Credits</b>	<b>F, S</b>
Etiology, symptoms, prognosis and treatment of the various forms of behavior pathology. Specific forms of abnormal behavior discussed are anxiety disorders, mood disorders, schizophrenia, substance use disorders, and personality disorders. <i>Prerequisite: Psychology 230 or permission of the instructor.</i>			
<b>PSY 325</b>	<b>Interpretation of Psychological Research</b>	<b>3 Credits</b>	<b>S</b>
Journal reading and interpretation. Special attention is focused on critical thinking skills as they relate to understanding and interpreting psychological research literature. Topics are taken from the areas of learning, memory, education and social behavior. <i>Prerequisite: Psychology 230 or permission of the instructor.</i>			
<b>PSY 330</b>	<b>Fundamentals of Memory and Cognition</b>	<b>3 Credits</b>	<b>F, S</b>
This course investigates the major theories of memory and cognition: classical and operant conditioning, perception, representation of knowledge, models of memory, problem solving, reasoning, use of language, intelligence, neural basis of learning and memory as well as memory and cognitive disorders. The emphasis will be on the application of the theories to real-life situations. Course material will be enhanced through journal readings and hands-on experiments/demonstrations. <i>Prerequisite: Psychology 230 or permission of the instructor.</i>			

- PSY 340**                      **Fundamentals of Learning**                      **3 Credits**                      **F, S**  
Principles of experimental and applied learning. Evidence from animal and human studies are considered. Basic concepts of operant learning are demonstrated through a set of graduated laboratory exercises with animals.  
*Prerequisite: Psychology 230 or permission of the instructor.*
- PSY 350**                      **Psychological Assessment**                      **3 Credits**                      **F, S**  
An overview of current methods and measures of intelligence, aptitude, achievement, development, interest, and personality and their applications across clinical, educational, and business settings. Students will learn to administer, score, and interpret tests and develop a class presentation.  
*Prerequisite: Psychology 230 or permission of the instructor.*
- PSY 360**                      **Developmental Psychology**                      **3 Credits**                      **F, S**  
The study of human development focusing on biological, sociological and psychological influences as they interact across the lifespan. Historical and contemporary research in lifespan development will be discussed and applied to current developmental issues.  
*Prerequisite: Psychology 230 or permission of the instructor.*
- PSY 370**                      **Sensation and Perception**                      **3 Credits**                      **F, S**  
A survey of theories, principles, and facts concerning the sensory sciences. Emphasis will be placed on the study of physical, physiological, and psychological principles governing how we acquire information from the environment through the senses, and the organization of these sensations into meaningful, interpretable experiences. Although the focus is on mechanisms, the influence of disease, development, and aging are also considered.  
*Prerequisite: Psychology 230 or permission of the instructor.*
- PSY 420**                      **Psychopharmacology**                      **3 Credits**                      **I**  
Introduction to selected topics from the study of drug effects on behavior and other psychological processes, including memory, motivation and perception. Special emphasis will be on the reinforcing properties of drugs and substance abuse/dependence.  
*Prerequisite: Psychology 230 or permission of the instructor.*
- PSY 430**                      **Psychology of Personality**                      **3 Credits**                      **S**  
Introduction to descriptions, dynamics and determinants of normal and abnormal personality development. The contributions of major personality theorists and the implications of current research are considered.  
*Prerequisite: Psychology 230 or permission of the instructor.*
- PSY 440**                      **Social Psychology**                      **3 Credits**                      **S**  
Effects of the social experience on the behavior of individuals. Topics include social influence, attitudes, group dynamics, and person perception. Participation in a group research project is required.  
*Prerequisite: Psychology 230 or permission of the instructor.*
- PSY 450**                      **Systems and Theories of Psychology**                      **3 Credits**                      **F, S**  
(New title: formerly History of Psychology)  
Evolution of modern psychology from its origins in philosophy, physiology and physics to current theoretical positions. Special attention is given to reoccurring psychological issues and the role of a scientific perspective.  
*Prerequisite: Psychology 230 and junior or senior standing.*

<b>PSY 455</b>	<b>Advanced General Psychology</b>	<b>3 Credits</b>	<b>I</b>
Study of a range of topics considered important to a basic understanding of the field for the advanced student. Topics include sensation, perception, learning, motivation, memory, thinking, language, personality and social behavior. In addition, topics related to professional career development, including preparation of a resume, interviewing for graduate school and employment, and membership in professional organizations will be presented. <i>Prerequisite: Psychology 230 and senior standing.</i>			
<b>PSY 460</b>	<b>Research Seminar in Contemporary Psychology</b>	<b>3 Credits</b>	<b>F, S</b>
The focus of the course is on developing further knowledge in a particular field of experimental or applied psychology. Rotating each semester, one of the psychology faculty will offer an advanced course perhaps focusing on such topics as substance abuse, mental retardation, attention and ADHD, and behavioral analysis. <i>Prerequisite: Psychology 230 and junior or senior standing.</i>			
<b>PSY 470</b>	<b>Special Topics</b>	<b>3 Credits</b>	<b>F</b>
Directed study of a selected research topic. This experience is designed to help the advanced student develop knowledge of a specific area of research or practice. <i>Prerequisite: Permission of the instructor.</i>			
<b>PSY 481</b>	<b>Practicum in Applied Psychology</b>	<b>3 Credits</b>	<b>F</b>
Supervised practicum experience in a public or private agency setting, which provides psychological or educational services. A student may enroll in a practicum for three units of credit in a term, and practicum credit may be earned in subsequent terms. A research report or scholarly paper based on the experience along with performance on-site will determine the student's grade for the course. <i>Prerequisite: Psychology 230 and junior or senior standing as well as a minimum cumulative GPA of 3.0.</i>			
<b>PSY 480</b>	<b>Internship</b>		
<b>PSY 490</b>	<b>Independent Study</b>		
<b>PSY 491</b>	<b>Research</b>		
<b>PSY 500</b>	<b>Honors Project</b>		

## **SOCIOLOGY**

The Sociology Department offers a broad range of courses leading to a B.A. or B.S. degree with a major in sociology. Social work and sociology minors are options for students majoring in other disciplines. Each year, our graduates go into a variety of careers and graduate programs in the social sciences, human services, education, the legal professions, criminal justice, government, business, and communications. The department places a strong emphasis upon developing analytic, writing, and data analysis skills that are broadly transferable among many professional vocations. Subjects include anthropology, cultural studies, group dynamics, criminology, inequality, family, race and ethnicity, social philosophy, and quantitative research and data analysis. Distinctive features of the program are: 1) a balanced emphasis upon theoretical issues and practical skills; 2) a senior practicum that is very flexible, with a strong reputation in local and regional organizations; 3) a departmental lab that is outfitted with state-of-the-art computer technology; and 4) a curriculum structure that invites our majors to consider minors in related disciplines and opportunities for study abroad.

**FOR INFORMATION ON CAREERS IN SOCIOLOGY, VISIT THE OFFICE OF CAREER SERVICES OR GO TO: <http://www.bridgewater.edu/departments/career/soc.htm>**

A major in Sociology consists of 33 credits in Sociology including 101, 350, 351, 405, 420, 450, and 471. Thirty credits must be taken at the 200 level or above.

A minor in Sociology consists of 21 credits of Sociology, including 101, 350, 351, 405, and 420. An additional six credits shall be earned from the following options: Sociology 245, 310, 315, 318, 320, 325, 328, 345 and 450.

A minor in Social Work consists of 27 credits of Sociology and Social Work, including Sociology 254, 255, 310 or 312, 320, 354, 355, 405; one course chosen from Sociology 317, 319, 245, 328, 342; and a supporting course consisting of at least three credits in Sociology 481.

The department offers a concentration in Comparative Cultural Analysis for sociology majors. Its purpose is to develop the student's ability to systematically describe, interpret, analyze, and compare diverse cultural arrangements; with special emphasis upon cultural boundaries, tensions, commonalities, differences, and change. The concentration has two different tracks or options: **Track 1:** 18 credits, all earned on the Bridgewater campus. Required courses include SOC 230, SOC 235, SOC 325, SOC 328, and PHIL 420. An additional course is chosen from SOC 306, SOC 309, or ENG 343. **Track 2:** 21 credits, including at least 12 earned on the Bridgewater campus, and at least 6 earned through the Brethren Colleges Abroad program or international Interterm offerings. Courses that may be applied to the on-campus portion of the concentration include SOC 230, SOC 235, SOC 325, SOC 328, and PHIL 420.

Sociology 101 is a prerequisite to all other courses in the department except Sociology 235.

<b>SOC 101</b>	<b>Principles of Sociology</b>	<b>3 Credits</b>	<b>F, S</b>
	(Replaces SOC 200)		

Introduction to sociology as the study of human arrangements, with emphasis upon the relationship between human behavior and the social context. Topics include the nature and impact of culture and social structure, inequality, poverty, social institutions, organizations, social interaction, impression management, social change, and the historical context of knowledge and relationships. Methods of sociological investigation and interpretation are also emphasized.

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*General Education: Social Sciences.*

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- SOC 228      Racial and Ethnic Studies      3 Credits      F**  
 The nature of racial relations and inequalities in American society, including their historical origins and relationship to western capitalist development. The ethnic composition of contemporary American society, impact of legal and illegal immigration patterns, dynamics of modern structures and institutions, the civil rights movement, inter-ethnic conflicts and attitudes, multiculturalism and status of affirmative action are analyzed in the context of national and global social change.  
*General Education: United States List.*
- SOC 230      Mass Media & Society      3 Credits      S**  
 (Cross-listed as COMM 230)  
 (Replaces SOC 330)  
 A survey of media history and an examination of the effect mass media have on American society. This course will examine the development and impact of print media, radio, television, video, public relations, advertising and electronic services. Emphasis will be placed upon the development of the information society.
- SOC 235      General Anthropology      3 Credits      F**  
 (Replaces SOC 300)  
 Human biology and evolution as seen through genetics, races, archaeology, and prehistory; and the diversity and uniformity of human behavior as seen through cross cultural studies. The growth and spread of culture in time and space are reviewed; the impact of urbanization, industrialization and technological trends on the nature and quality of man's life are examined.  
*General Education: World Cultures or Global Diversity.*  
*Credit may not be received for both SOC 235 and 236.*
- SOC 236      Cultural Anthropology.      3 Credits      S**  
 Introduction to the study of humans as cultural beings. The focus is upon contemporary and historical variations in economics, political, familial, religious, linguistic, and educational patterns. Beyond mere description, an attempt is made to understand the multiple ways of being "human."  
*General Education: World Cultures or Global Diversity.*  
*Credit may not be received for both SOC 235 and 236.*
- SOC 245      Group Process and Interpersonal      3 Credits      S**  
**Communication**  
 (Replaces SOC 338)  
 The study of the behavior of individuals in small groups with a focus on the development of interpersonal communication skills. Topics include facilitation, leadership styles, decision making, problem solving, and mediation. Attention will be directed at how groups form and change over time; how conflict occurs and is managed; how roles and norms develop; and the nature of power, conformity and deviance in groups. The relevance of this work to applied settings will also be discussed.  
*Alternate years; offered 2002 - 2003.*
- SOC 302      Socioecology in Zambia      3 Credits      I**  
 (Cross-listed as BIOL 302)  
 This course will explore the rich ecological diversity of the Luangwa Valley of Eastern Zambia and its interplay with the lives of the indigenous Kunda and Bisa peoples who have historically lived there. The course will examine the issues, problems and perceived benefits involved in reconciling wildlife conservation, ecotourism and other sources of social change with the wellbeing of the indigenous peoples living around the Southern Luangwa National Park. The class will visit this park, host to an extraordinary diversity of African wildlife



including leopards and lions.

*General Education: World Cultures or Global Diversity.*

**SOC 304                      Sociology of the Caribbean:                      3 Credits                      I**  
**A Case Study of Jamaica**  
(Replaces SOC 323)

A sociological exploration of the Caribbean with Jamaica as the case study. The course examines the political, economic, and social aspects of Jamaica in the context of the Caribbean region and in comparison with the rest of the world. Jamaican history, language, race, social class, ethnicity, and the impact of the tourist industry are explored.

*General Education: World Cultures.*

**SOC 305                      Ancient and Modern Cultures of Mexico                      3 Credits                      I**

Background reading on Mexican precolumbian, colonial, and modern cultures is combined with a two-week tour of cultural sites in various parts of Mexico. Contemporary urban and rural life are studied by means of observations in Mexico City and visits to Mexican towns, native markets, major museums, and cultural events.

*General Education: World Cultures.*

**SOC 306                      Cultures of Japan                      3 Credits                      S**

An historical and cultural study of Japan, with particular attention to religion, government, and the arts. Consideration is given to daily life in Japan and current problems and changes.

*General Education: World Cultures or Global Diversity.*

**SOC 309                      Cultures of Africa                      3 Credits                      F**  
(Replaces SOC 335)

The racial, social, and cultural history of Africa in ancient and modern times. Attention is given to the impact of urbanization and to African responses to Western values and institutions as carried to the continent by the colonial powers. Contemporary political and socioeconomic trends and problems.

*General Education: World Cultures or Global Diversity..*

**SOC 310                      Criminology                      3 Credits                      F**

Categories, incidence, and measurement of crime together with theories pertaining to the causes and treatment of crime and offenders. Definitions of criminal behavior, criminal law, law enforcement, the criminal justice system, and correction system are examined within the social and ideological context of American life.

*Alternate years; offered 2003 - 2004.*

**SOC 312                      Juvenile Justice and Delinquency                      3 Credits                      F**  
(Replaces SOC 318)

An analysis of juvenile crime trends including the impact of gender, race, and class on delinquent behavior. Historical trends in juvenile corrections are examined along with current debates on reform and the relationship of delinquency to family structures, peer groups, the educational and medical systems, and the court. Special topics include gangs, juvenile detention, probation, child advocates, waiver to adult courts, and hospitalization.

*Alternate years; offered 2002 - 2003.*

**SOC 315                      Religion in Society                      3 Credits**

Nature and role of religious beliefs, behavior, and institutions in the Western World. A comparative approach is used to examine the relationship between social context and religious



experience. Theory and research regarding the changing nature of religion in the modern world are examined.

*Offered on demand.*

**SOC 317                      Sociology of Birth and Death                      3 Credits                      S**

An examination of how events often assumed to be "natural" are conditioned by social and cultural forces. Emphasis is on the socialization of nature, changes in medicine and technology, the transmission of cultural mores regarding birth and death, and the rituals that surround them. Questions of how society supports, controls, and constrains our arrival into and departure from the world are addressed, as well as the ways in which birth and death become cultural metaphors for other social phenomena.

*Alternate years; offered 2002 - 2003.*

**SOC 319                      Conflict Resolution and Mediation                      3 Credits                      F**

(Cross-listed as PHIL 340)

(Replaces SOC 340)

Models for the analysis of human conflict, how to mediate interpersonal, inter-organizational, and intergroup conflict.

**SOC 320                      Sociology of the Family                      3 Credits                      F**

(Cross-listed as FCS 320)

Examination of the human family historically and comparatively in various cultures with major emphasis placed upon the modern American family. Included are such topics as the diversity of family structures, the social construction of emotions, gender expectations and roles, parenting, the life cycle, and family tensions.

**SOC 325                      Development and Underdevelopment                      3 Credits                      S**  
**in the Modern World**

Dilemmas, tensions, and theoretical and policy issues related to the position of Third World countries in the modern world. Questions of urbanization, industrialization, modernization, westernization, and distribution of economic resources are discussed. Various theories of development and underdevelopment are critically examined. Special attention is paid to the relationship between Latin America and the United States.

*Prerequisite: Major in one of the Social Sciences or permission of instructor.*

*General Education: World Cultures or Global Diversity.*

**SOC 342                      Aging in Society                      3 Credits                      S**

The social factors influencing the aging process and the social issues raised by an aging population. Cross-cultural and historical contexts of old age are considered with major emphasis on growing old in contemporary American society. The social construction of aging, impact of social context upon the experience of aging, theories of aging, and relation between culture, public policy, and social services for the aging are explored.

*Alternate years; offered 2002 - 2003.*

**SOC 345                      Organizations in American Life                      3 Credits**

Structure and functioning of organizations in American society. Patterns of coordination, communication, and control that exist in business and governmental organizations. Labor management strategies, bureaucracy, organizational cultures, hierarchies, and organizational networks are examined from a sociological, rather than a management, perspective.

*Offered on demand.*

<b>SOC 347</b>	<b>Public Relations in Organizations</b> (Cross-listed as COMM 347)	<b>3 Credits</b>	<b>F</b>
A comprehensive survey of the evolution, role, functions, and scope of public relations in American society. Emphasis will be placed on public relations work in nonprofit and business organizations including educational, health care and social service institutions. Additionally, the roles of spokesperson and media consultant in government will be examined. <i>Alternate years; offered 2003 - 2004.</i>			
<b>SOC 350</b>	<b>Methods of Research &amp; Data Analysis I</b> (Cross-listed as PSCI 350)	<b>3 Credits</b>	<b>F</b>
Scientific methods and their application in the study of social phenomena. Topics include the relation between theory and research, defining and operationalizing a research problem, questionnaire construction, research design alternatives, sampling, measurement, and elementary data analysis and reporting utilizing SPSS. <i>Prerequisite: GEC 111 or MATH 107.</i>			
<b>SOC 351</b>	<b>Methods of Research &amp; Data Analysis II</b> (Cross-listed as PSCI 350)	<b>3 Credits</b>	<b>S</b>
The application of scientific research methods to specific research problems. Various measurement, scaling, and statistical techniques are utilized to address research problems defined by the students. The Statistical Package for the Social Sciences (SPSS) is used to analyze data from the National Opinion Research Center (NORC). The course culminates in a major research paper that is presented in oral and written form. <i>Prerequisite: SOC 350.</i>			
<b>SOC 405</b>	<b>The Community</b>	<b>3 Credits</b>	<b>F</b>
Exploration of sociological literature related to the nature of community in American society. Topics include rural/urban contrasts, individualism and social obligation, the Chicago school, American community studies, urban problems, gentrification, and affluence and homelessness. Classical literature from Simmel and Toennies is combined with recent monographs on the topic. <i>Prerequisite: Permission of instructor.</i>			
<b>SOC 410</b>	<b>Communication Law: Civil Liberties and the Public Good</b> (Cross-listed as COMM 410)	<b>3 Credits</b>	<b>I</b>
An examination of how the mass media are constrained and protected by the law and court interpretations. Among the issues to be explored are libel, copyright, obscenity, censorship and freedom of the press, cable TV franchising, corporate and government communications, and other media-related legal issues. <i>Alternate years; offered 2003 - 2004.</i>			
<b>SOC 420</b>	<b>Social Inequality</b>	<b>3 Credits</b>	<b>S</b>
Patterns of social stratification and important theories of the class structure. Stress is placed upon analysis of the American class system; acquaintance with major research in the field is emphasized.			

<b>SOC 450</b>	<b>Sociological Theory</b>	<b>3 Credits</b>	<b>S</b>
A survey of classical and contemporary sociological theory, including the works of Karl Marx, Emile Durkheim, Max Weber, George Herbert Mead, Erving Goffman, Talcott Parsons, Harold Garfinkel, Pierre Bourdieu, Anthony Giddens, and others.			
<b>SOC 471</b>	<b>Senior Seminar</b>	<b>3 Credits</b>	<b>S</b>
A capstone seminar for the sociology major, exploring integrative themes regarding sociological research and analysis, the practice of sociology, and sociology-related vocations. <i>Prerequisite: Permission of the instructor.</i>			
<b>SOC 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>SOC 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>SOC 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>SOC 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

### **RELATED COURSES: SOCIAL WORK**

**SOC 254**      **Introduction to Social Work**      **3 Credits**      **F**  
 An overview of the development of social work as a profession with an introduction to the various settings in which social work is practiced. Particular emphasis will be placed on the value orientation and ethical code of the profession and legal issues facing both practitioners and clients. Twenty hours of community service is a component of this course.

**SOC 255**      **Introduction to Social Welfare Systems**      **3 Credits**      **S**  
 Traces the origins and development of current social welfare institutions and illuminates the philosophical and ethical considerations under-girding social policy while considering the merits and deficits of current social services. While a primary focus is on the political, economic, and social context of the American welfare system, cross-cultural comparisons will be considered.

**SOC 354**      **Interventive Methods and Social Work Practices**      **3 Credits**      **S**  
 (Replaces SOC 455)  
 Designed to introduce students to problem solving and interview skills in various social work settings. Orientation is given to methods employed in casework, group work, and community organization. Attention will be given to the theoretical frameworks that inform social work practice with specific focus on assessment, planning, crisis intervention, evaluation of services, and termination of care. Twenty hours of community service is a component of this course.

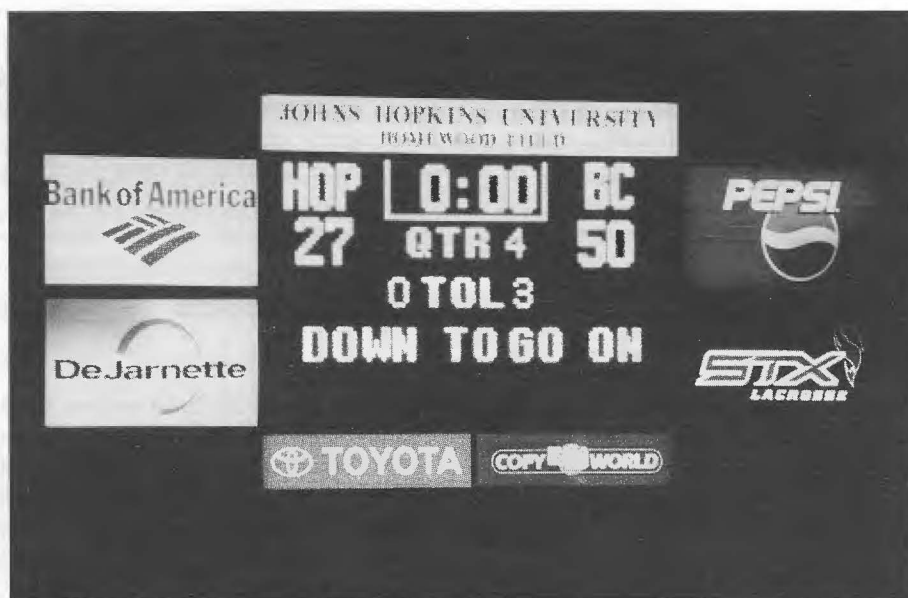
*Prerequisite: SOC 254*

**SOC 355**      **Counseling and Personal Development**      **3 Credits**      **F**  
 Basic Counseling skills are outlined for students who plan to enter a helping profession. Primary focus is placed on the counseling strategies used by social workers, although other orientations are explored. Helping skills such as attending, reflecting, clarifying, empathizing, supporting, examining feedback, confronting, and facilitating group process are treated. Goal setting, decision making, self awareness, and referral techniques are also included.

**SOC 481      Field Experience in Social Welfare      3 or 12 Credits      F, S**  
 Provides social work experience through placement in a human service agency. The placement may be arranged for a full-time experience during twelve weeks of a normal semester or on a part-time basis for three credits. The experience is under careful supervision of both the agency and the sociology department. The student's interest influences the choice of an agency. One-hundred twenty hours of participation are required for three credits and 480 hours are required for 12 credits.

*Prerequisites: SOC 254, 255, 354, and 355 or permission of instructor.*

**SOC 482      Proseminar in Social Work Ethics      3 Credits      F, S**  
 This independent study may only be taken by those students who are concurrently enrolled in SOC 481: Field Experience in Social Welfare. In conjunction with the fieldwork placement, this seminar is designed to provide students with an advanced forum to discuss the social work profession. In 1997, the National Association of Social Workers adopted a new Code of Ethics. This seminar will explore the implications of the new code on our professional conduct as well as the agencies with which you work. In addition, we will have an opportunity to explore together inter-agency service approaches to social work and social welfare.



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### *Term Expires 2006*

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### **Director of Internships**

David C. Huffman, B.A., M.A., Ph.D. .... *Director of Internships*

### **Director of Academic Computing**

Richard L. Bowman, B.S., M.A., Ph.D. .... *Director of Academic Computing*

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Jeffrey H. Pierson, B.A., M.A., Ph.D. ....*Director of the Leadership Institute*

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Lynn McGovern-Waite, B.A., M.A., Ph.D. ....*Foreign Languages*  
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Marcia S. Pecor, B.A. ....*Career Services Secretary*

## Chaplain

Robert R. Miller, B.A., M.Div. .... Chaplain

## Health Services

Rufus C. Huffman\*, M.D. .... College Physician

Linda J. Wilson, L.N.P. .... Nurse Practitioner

Linda S. Bowers, L.P.N.-M. .... College Nurse

## Kline Campus Center

John D. Manson, B.S., M.A., M.Div. .... Director of Kline Campus Center  
& Director of Activities

Carrie H. Harman, A.A.S. .... Assistant Director of the Kline Campus Center

Whitney L. Stroop, B.S. .... Director of Program Support

## Athletics

Curtis L. Kendall, B.S., M.S. .... Director of Athletics  
& Head Baseball Coach

Jean Willi, B.A., M.S. .... Associate Director of Athletics  
& Head Women's Basketball Coach

Stephen D. Cox .... Sports Information Director

Barbara H. Long, B.S., M.S. .... Associate Athletic Trainer

Michael B. Clark, B.A. .... Head Football Coach

John S. Baker\*, B.A., M.S. .... Assistant Football Coach

Robert D. Colbert, B.S. .... Assistant Football Coach

Mickey E. Hamilton, B.S., M.S. .... Assistant Football Coach

Ralph A. Robinson, B.S., M.A. .... Assistant Football Coach

Joseph S. Soltis\*, B.S. .... Assistant Football Coach

John S. Spencer, B.A., B.S., M.A. .... Assistant Football Coach

Wilmer E. Leatherman, A.A., B.S., M.Ed. .... Head Men's Basketball Coach  
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Benjamin J. Spotts, B.A. M.S. .... Assistant Baseball Coach

Patrick W. Weller, B.A. .... Assistant Men's Basketball Coach

Mike Brizendine, B.A. .... Head Men's Soccer Coach

A. Nino Altomonte, B.A., B.B. A. .... Head Women's Soccer Coach

Tim Jones, B.A. .... Assistant Men's Soccer Coach

Donald E. Fulk .... Women's Softball Coach & Assistant Women's Soccer Coach

Sara Norman, B.S. .... Assistant Softball Coach

Mary Frances Heishman, B.A., M.A., Ed.D. .... Head Volleyball Coach

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Cynthia R. Justice, B.A. .... Assistant Women's Basketball Coach  
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E. Dustyn Miller, B.A., M.B.A. .... Director of the Funkhouser Center and Intramurals

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and Cheerleading Supervisor

Tim Bricker, B.A. .... Head Men's Tennis Coach

Martha B. Knight, B.S., M.A. .... Head Women's Tennis Coach

Lori Schrock\*, B.S., M.S. .... Assistant Women's Track & Field Coach

Shane D. Stevens, B.A., M.B.A. .... Head Cross Country/Track & Field Coach

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Tamara L. McCray, B.S. ....	<i>Senior Associate Director of Admissions</i>
Jennifer M. Brown, B.S. ....	<i>Assistant Director of Admissions</i>
Jacqueline W. Spicer, B.A. ....	<i>Assistant Director of Admissions</i>
Ruth Anne Sullivan, B.S. ....	<i>Admissions Coordinator</i>
Michael A. Bryant, B.S. ....	<i>Admission Counselor</i>
Steve C. Gordon, B.S. ....	<i>Admission Counselor</i>
Elizabeth N. O'Connell, B.A. ....	<i>Admission Counselor</i>
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J. Vern Fairchild, Jr., B.A. ....	<i>Director of Financial Aid</i>
Cindy K. Garletts, B.S. ....	<i>Associate Director of Financial Aid</i>
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Melvin D. Wampler, B.S., M.Ed. ....	<i>Assistant Vice President for Facilities &amp; Support Services</i>
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Lisa W. Long, B.A. ....	<i>Manager of the College Bookstore</i>
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*Director of Programs*  
Mike Brizendine, B.A. .... *Assistant Director of Intramurals*

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Ann R. Rainard\*, B.A. .... *Programmer/Analyst*  
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Robert J. Bonfiglio, B.S. .... *IT Technician*  
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Betty W. Swink ..... *Data Retrieval Analyst/Secretary*  
Jill L. Cline ..... *Help Desk Operator*

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Whitney W. Cofer, B.S. ....	<i>Data Entry Clerk</i>
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Lani Barna, B.A. ....	<i>Secretary, Planned Giving and Foundation Support</i>

\*Contact for Church Relations

### Faculty

Phillip C. Stone.....	<i>President</i>
B.A., D.H.L., Bridgewater College; J.D., University of Virginia; Bridgewater College, 1994-	
Arthur C. Hessler.....	<i>Vice President and Dean for Academic Affairs</i>
B.S., University of Wisconsin; M.S., Eastern Michigan University; Ph.D., University of Vermont; Bridgewater College, 1998-	

### Professors

K. Gary Adams.....	<i>Professor of Music</i>
B.M., M.M., Baylor University; Ph.D., University of North Texas; Bridgewater College, 1982-	
Robert B. Andersen .....	<i>W. Harold Row Professor of International Studies</i>
B.A., Macalester College; M.A., Ph.D., University of Denver; Bridgewater College, 1990-	
John G. Barr .....	<i>Professor of Organ and Piano</i>
B.S., Manchester College; S.M.M., S.M.D., Union Theological Seminary; Bridgewater College, 1968-	
Paul J. Bender .....	<i>Professor of Mathematics</i>
B.S., Albright College; M.S., Ph.D., Ohio University; Bridgewater College, 1976-	
Carl F. Bowman .....	<i>Professor of Sociology</i>
B.A., Elizabethtown College; M.S., University of Wisconsin-Madison; Ph.D., University of Virginia; Bridgewater College, 1982-83; 1986-	
Richard L. Bowman .....	<i>Professor of Physics</i>
B.S., Eastern Mennonite College; M.A., Kent State University; Ph.D., Oregon State University; Bridgewater College, 1986-	
Erich E. Brumbaugh .....	<i>Professor of Chemistry</i>
B.A., Bridgewater College; Ph.D., University of Virginia; Bridgewater College, 1986-	



- Joseph M. Crockett ..... *Professor of Chemistry*  
B.S., Hampden-Sydney College; Ph.D., University of North Carolina at Chapel Hill; Bridgewater College, 1985-
- James W. Eaton ..... *Professor of Economics and Business Administration*  
B.S., M.B.A., University of Arkansas; Ph.D., University of Missouri-Columbia; Bridgewater College, 1985-
- Catherine L. Elick ..... *Professor of English*  
B.A., M.A., James Madison University; Ph.D., Vanderbilt University; Bridgewater College, 1988-
- Mary Frances Heishman ..... *Professor of Exercise Science*  
B.A., Bridgewater College; M.A., James Madison University; Ed.D., University of Virginia; Bridgewater College, 1970-
- Michael S. Hensley ..... *Professor of Biology*  
B.A., Bridgewater College; M.S., James Madison University; Ph.D., University of Tennessee; Bridgewater College, 1986-
- L. Michael Hill ..... *Harry G. M. Jopson Professor of Biology*  
B.S., Alabama College; M.S., Tennessee Technological University; Ph.D., University of New Hampshire; Bridgewater College, 1972-
- Lanny W. Holsinger ..... *Professor of Education*  
B.A., Bridgewater College; M.S., James Madison University; C.A.G.S., Ed.D., Virginia Polytechnic Institute and State University; Bridgewater College, 1987-
- Jesse E. Hopkins, Jr. .... *Edwin L. Turner Distinguished Professor of Music*  
B.S., Bridgewater College; M.M.E., James Madison University; Ed.Mus., University of Illinois; Bridgewater College, 1977-
- Edward W. Huffstetler ..... *Professor of English*  
B.A., Coker College; M.A., Ph.D., University of Iowa; Bridgewater College, 1988-
- Barbara P. Long ..... *Professor of Foreign Languages*  
B.A., Mary Washington College; M.A., Middlebury College; M.A., Ph.D., Tulane University; Bridgewater College, 1983-
- Stephen L. Longenecker ..... *Professor of History*  
B.S., Shippensburg University; M.A., West Virginia University; Ph.D., The Johns Hopkins University; Bridgewater College, 1989-
- Ralph C. MacPhail, Jr. .... *Professor of Communication Studies, Theatre, and English*  
B.A., Bridgewater College; M.F.A., Virginia Commonwealth University; Bridgewater College, 1972-
- Lynn McGovern-Waite ..... *Professor of Spanish*  
B.A., Boston College; M.A., Middlebury College; Ph.D., University of Virginia; Bridgewater College, 1992-
- David K. McQuilkin ..... *Professor of History and Political Science*  
B.A., Muskingum College; M.S.(L.S.), Case Western Reserve University; M.A., Ph.D., Kent State University; Bridgewater College, 1985-
- Susan L. Piepke ..... *Professor of Foreign Languages*  
B.A., State University of New York; M.A., University of Rochester; M.A., D.M.L., Middlebury College; Bridgewater College, 1988-
- Nancy W. St. John ..... *Professor of Family and Consumer Sciences*  
B.S., Southeast Missouri State University; M.S., Ph.D., Florida State University; Bridgewater College, 1988-
- Sarah E. Swank ..... *Professor of Biology*  
B.S., James Madison University; M.A., University of Virginia; Ph.D., University of Southern California; Bridgewater College, 1981-

Donald R. Witters ..... *Professor of Psychology*  
 B.A., Elizabethtown College; B.D., Bethany Theological Seminary;  
 M.A., Ph.D., Arizona State University; Bridgewater College, 1968-

### **Associate Professors**

William E. Abshire ..... *Associate Professor of Philosophy and Religion*  
 B.A., Bridgewater College; M.A.Th., Bethany Theological Seminary; Ph.D.,  
 University of Virginia; Bridgewater College, 1987-

Martha S. Armstrong ..... *Associate Professor of Accounting and Business Administration*  
 B.A., Bridgewater College; M.S., University of Virginia; Certified Public Accountant;  
 Bridgewater College, 1978-

Stephen F. Baron ..... *Associate Professor of Biology*  
 B.S., M.S. University of Dayton, Ph.D., Virginia Polytechnic Institute and State  
 University; Bridgewater, 1995-

David E. Coffman ..... *Associate Professor of Education*  
 B.A., Bridgewater College; M.A., Appalachian State University; Ed.D., Virginia  
 Polytechnic Institute and State University; Bridgewater College, 1991-

Nan R. Covert ..... *Associate Professor of Art*  
 B.A., The College of Charleston; M.F.A., University of North Carolina, Greensboro;  
 Bridgewater College, 1996-

Laura J. Desportes ..... *Associate Professor of Psychology*  
 B.A., Mary Baldwin College, M.Ed., James Madison University, Ph.D., University of  
 Virginia; Bridgewater College 1995-

Stanley A. Galloway ..... *Associate Professor of English*  
 B.A., Northwest Nazarene College; M.A., Kansas State University; Ph.D.,  
 University of Kansas; Bridgewater College, 1993-

Arthur J. Gumenik ..... *Carman G. Blough Associate Professor of Accounting*  
 B.A., Queens College of the City University of New York; M.A., M.S.,  
 University of Virginia; Ph.D. Virginia Commonwealth University; Bridgewater  
 College, 1990-

Harriett E. Hayes ..... *Associate Professor of Sociology*  
 B.A., Kenyon College; M.A., Ph.D., Brandeis University; Bridgewater College, 1996-

Brian T. Howard ..... *Associate Professor of Computer Science*  
 B.S., Northwestern University; Ph.D., Stanford University; Bridgewater College, 1996-

David C. Huffman ..... *Associate Professor of Economics*  
 B.A., Bridgewater College; M.A., Ph.D., University of Virginia; Bridgewater  
 College, 1980-

Manown Kisor, Jr. .... *Associate Professor of Business Administration*  
 B.A., Trinity College; M.B.A., New York University; Graduate Study, Northwestern  
 University; Bridgewater College, 1989-

Ellen M. Mitchell ..... *Associate Professor of Chemistry*  
 B.A., Kenyon College; Ph.D., Ohio State University; Bridgewater College, 1996-

Philip F. O'Mara ..... *Associate Professor of English*  
 B.A., St. John's University; M.A., Ph.D., University of Notre Dame; Bridgewater  
 College, 1989-

Jeffrey H. Pierson ..... *Associate Professor of Communication Studies*  
 B.A., North Carolina State University; M.A., Temple University; Ph.D., Rutgers  
 University; Bridgewater College, 1992-

Phillip R. Sturm ..... *Associate Professor Business Administration*  
 B.A., M.B.A., Murray State University; Ph.D., Virginia Commonwealth University;  
 Bridgewater College, 2000-

- Mwizenge S. Tembo ..... *Associate Professor of Sociology*  
B.A., University of Zambia; M.A., Ph.D., Michigan State University; Bridgewater College, 1990-
- W. Steve Watson, Jr. .... *Associate Professor of Philosophy and Religion*  
B.A., Furman University; M.Div., Southeastern Baptist Seminary; Graduate Study, Emory University; Bridgewater College, 1970-
- Leroy G. Williams ..... *Associate Professor of Computer Science*  
B.S., Heidelberg College; M.S., U.S. Naval Postgraduate School; Ph.D., George Mason University; Bridgewater College 1995-

### **Assistant Professors**

- Daniel W. Bly ..... *Assistant Professor of History*  
B.A., Bridgewater College; M.A., Temple University; Bridgewater College, 1965-1967; 1969-
- Kevin M. Carlson ..... *Assistant Professor of Health and Exercise Science*  
B.A., Central College; M.A., University of Nebraska at Omaha; Bridgewater College, 2001-
- June L. Craun ..... *Assistant Professor of Family and Consumer Sciences*  
B.S., James Madison University; M.S., Virginia Polytechnic Institute and State University; Bridgewater College, 1985-
- Jon L. Dellett ..... *Assistant Professor of Mathematics*  
A.B., Fort Hays Kansas State College; M.A.L.S., Wesleyan University; M.S., New Mexico State University; Bridgewater College, 1972-
- John DeSotel ..... *Assistant Professor of Music*  
B.A., Luther College; M.M., Southwestern Oklahoma State University; Ph.D., Florida State University, 2001; Bridgewater College, 2001-
- Brian C. Hildebrand ..... *Assistant Professor of Education*  
B.A., Bridgewater College; M.A., M.Ed., James Madison University; Bridgewater College, 1967-
- Michael J. Hough ..... *Assistant Professor of Art*  
B.A., M.A., California State University; M.F.A., Rhode Island School of Design; Bridgewater College, 1997-
- James S. Josefson ..... *Assistant Professor of Political Science*  
B.S., Carroll College; M.A., Ph.D., Syracuse University; Bridgewater College, 2000-
- Brian M. Kelley ..... *Assistant Professor of Psychology*  
B.S., Geneva College; Ph.D., Virginia Commonwealth University/Medical College of Virginia; Bridgewater College, 1998-
- Curtis L. Kendall ..... *Assistant Professor of Exercise Science*  
B.S., Bridgewater College; M.S., James Madison University; Bridgewater College, 1984-
- Martha B. Knight ..... *Assistant Professor of Exercise Science*  
B.S., Miami University; M.A., Ohio State University; Bridgewater College, 1998-
- Melanie K. Laliker ..... *Assistant Professor of Communications*  
B.S., M.A., University of Central Florida; Ph.D., University of Georgia; Bridgewater College, 2000-
- Gavin R. Lawson ..... *Assistant Professor of Biology*  
B.S., University of Illinois, Urbana; M.S., University of Arizona; Ph.D., University of Illinois, Urbana; Bridgewater College, 1997-
- Wilmer E. Leatherman ..... *Assistant Professor of Exercise Science*  
A.A., Ferrum Junior College; B.S., Milligan College; M.Ed., Lynchburg College; Bridgewater College, 1985-

- Verne E. Leininger.....*Assistant Professor of Mathematics*  
B.A., Manchester College; M.A., The Pennsylvania State University; Ph.D., The Ohio State University; Bridgewater College, 1998-
- Barbara H. Long.....*Assistant Professor of Health and Exercise Science*  
B.S., Bridgewater College; M.S., United States Sports Academy; A.T.C., National Athletic Trainers' Association; Bridgewater College, 1999-
- Elaine R. MacLeod.....*Assistant Professor of Education*  
B.A., M.A., California State University; Ph.D., University of Southern California; Bridgewater College, 2001-
- Rodney S. Morris .....*Assistant Professor of Education*  
B.A., Hampton University; M.Ed., James Madison University; Bridgewater College, 1997-
- Heather A. Meyer..... *Visiting Assistant Professor of Psychology*  
B. A., Cornell University; M.Ed., Harvard University; Ph.D., The University of Michigan; Bridgewater College, 2001-
- Robyn A. Puffenbarger..... *Assistant Professor of Biology*  
B.S., Virginia Polytechnic Institute and State University; Ph.D., Medical College of Virginia; Bridgewater College, 2001-
- Carol A. Scheppard.....*Assistant Professor of Philosophy and Religion*  
B.A., Wesleyan University; M.Ed., Lesley College; M.Div., Princeton Theological Seminary; Ph.D., University of Pennsylvania; Bridgewater College, 1998-
- John S. Spencer ..... *Assistant Professor of Health and Exercise Science*  
B.A., B.S., Shepherd College; M.A., Appalachian State University; Bridgewater College, 1967-
- Phillip T. Spickler.....*Assistant Professor of Physics*  
B.S., Bridgewater College; M.S., Ohio University; Ph.D., The College of William and Mary; Bridgewater College, 1999-
- Grace F. Steinberg..... *Assistant Professor of Family and Consumer Science*  
B.S. William Woods College, M.S., University of Missouri at Columbia; Bridgewater College, 1981-
- Alice L. Trupe..... *Assistant Professor of English*  
B.A., M.A., Ph.D., Indiana University of Pennsylvania; Bridgewater College, 1997-
- Ann B. Welch ..... *Assistant Professor of Education*  
B.A., Simon Fraser University; M.A., Western Washington University; M.Ed., George Mason University; Bridgewater College, 2001-
- Kimberly D. Wright ..... *Assistant Professor of Exercise Science*  
B.S., Bridgewater College; M.S., James Madison University; Bridgewater College, 1988-
- Randall C. Young ..... *Assistant Professor of Psychology*  
B.S., Denison University; M.A., University of Wisconsin; Ph.D., University of California, Berkley; Bridgewater College, 2001-

### Instructors

- Sean M. Dunn.....*Instructor of English*  
B.A., Bridgewater College; M.A., James Madison University; Bridgewater College, 1998-
- Frances G. Ford.....*Instructor of Mathematics*  
B.S., Bryan College; M.A., University of North Carolina at Greensboro; Bridgewater College, 2000-
- Karina Kline-Gabel ..... *Instructor of Spanish*  
B.A., James Madison University; M.A. University of Virginia; Bridgewater College 1997-

Stacy A. Pauley ..... *Instructor of English*  
 B.A., M.A., Purdue University; Bridgewater College, 1997-  
 Shane D. Stevens ..... *Instructor of Computer Science*  
 B.A., Bridgewater College; M.B.A., James Madison University; Bridgewater College  
 1982-

### **Part-Time and Adjunct Faculty**

Richard C. Adams ..... *Instructor of Music*  
 B.M.Ed., M.Ed., James Madison University; Bridgewater College, 1994-  
 Amiee DeSotel ..... *Instructor of Music*  
 B. M., University of Northern Iowa; Bridgewater College, 2001-  
 Mary Beth Flory ..... *Instructor of Music*  
 B.S., Bridgewater College; M.M., James Madison University; Bridgewater  
 College, 1989-  
 Carson C. Good ..... *Instructor of Sociology*  
 B.A., Bridgewater College; M.S.W., Virginia Commonwealth University; Bridgewater  
 College, 1977-  
 Mickey E. Hamilton ..... *Instructor of Health and Exercise Science*  
 B.S., Bridgewater College; M.S., James Madison University; Bridgewater College, 2000-  
 Henry J. Hill ..... *Instructor of Education*  
 B.S., M.A., West Virginia University; Bridgewater College, 1996-  
 Lawrence H. Hoover, Jr. .... *Instructor of Sociology*  
 B.A., Hampden-Sydney College; J.D., University of Virginia; Bridgewater College,  
 1986-  
 Wayne P. Jessee ..... *Medical Technology*  
 B.S., Virginia Polytechnic Institute; M.D., University of Virginia School of Medicine;  
 Bridgewater, 2001-  
 Susan Lawton ..... *Medical Technology*  
 B.S., Purdue University; M.A., Central Michigan University; M.S., Gannon University;  
 Rockingham Memorial Hospital.  
 Robert R. Miller ..... *College Chaplain*  
 B.A., Bridgewater College; M.Div., Bethany Theological Seminary; Bridgewater  
 College, 1990-  
 Robert G. Sanger ..... *Instructor of Music*  
 B.S., Bridgewater College; M.M., Northwestern University; Bridgewater College, 1992-  
 Dillina W. Stickley ..... *Instructor of Business Administration*  
 B.G.S., James Madison University; J.D., Washington and Lee University School of Law;  
 Bridgewater College, 2000-  
 Joyce A. Wead ..... *Instructor of Voice*  
 B.M., George Peabody College for Teachers; M.M., Northwestern University;  
 Graduate Study, University of Texas-Austin; Bridgewater College, 1987-  
 Laura H. Zarrugh ..... *Instructor of Sociology*  
 B.A., M.A., Ph.D., University of California-Berkley; Bridgewater College, 1999-



## Emeritus/Emerita Faculty

- Wayne F. Geisert ..... *President and Professor of Economics, Emeritus*  
A.B., McPherson College; Ph.D., Northwestern University; L.L.D., Manchester College;  
D.H., James Madison University; D.H.L., Bridgewater College; D.H.L., McPherson  
College; Bridgewater College, 1964-1994.
- Dale V. Ulrich ..... *Provost, Dean and Professor of Physics, Emeritus*  
B.A., University of LaVerne; M.S., University of Oregon; Ph.D., University of Virginia;  
Bridgewater College, 1958-1961; 1964-1998.
- William P. Albright ..... *Associate Professor of English, Emeritus*  
B.A., McPherson College; B.D., Bethany Theological Seminary; M.S., University of  
Omaha; Bridgewater College, 1967-1991.
- Raymond N. Andes ..... *Professor of Foreign Languages, Emeritus*  
B.A., Bridgewater College; M.A., Ph.D., University of North Carolina; Bridgewater  
College, 1946-1983.
- M. Ellen Bailey ..... *Assistant Professor of Education, Emerita*  
B.S., Longwood College; M.Ed., Graduate Study, University of Virginia; Bridgewater  
College, 1967-1987.
- Emmert F. Bittinger ..... *Professor of Sociology, Emeritus*  
B.A., Bridgewater College; M.A., University of Maryland; B.D., Bethany Theological  
Seminary; Ph.D., University of Maryland; Bridgewater College, 1963-1988.
- Charles J. Churchman ..... *Professor of English, Emeritus*  
B.A., M.A., University of Virginia; Ph.D., University of Tennessee; Bridgewater College,  
1967-1994.
- A. Olivia Cool ..... *Associate Professor of Piano and Theory, Emerita*  
B.A., Teacher's Certificate in Music, Bridgewater College; Student, Johns Hopkins  
University; Peabody Conservatory of Music; M.Mus., American Conservatory of  
Music; Bridgewater College 1937-1940; 1942-1976.
- Lowell V. Heisey ..... *Professor of Chemistry, Emeritus*  
B.A., Manchester College; M.S., Ph.D., Purdue University; Bridgewater College, 1950-  
1985.
- Robert B. Houts, Jr. .... *Associate Professor of Spanish, Emeritus*  
B.A., Bob Jones University; M.A., University of Tennessee; Bridgewater College, 1963-  
1969, 1970-92.
- Robert L. Hueston ..... *Associate Professor of Accounting, Emeritus*  
B.A., Bethany College; M.B.A., University of Wisconsin; Certified Public Accountant;  
Bridgewater College, 1953-1986.
- Harry G. M. Jopson ..... *Professor of Biology, Emeritus*  
B.S., Haverford College; M.A., Ph.D., Cornell University; Bridgewater College, 1936-  
1943; 1946-1981.
- Frederick G. Keihn ..... *Professor of Chemistry, Emeritus*  
B.S., Randolph-Macon College; M.S., Lehigh University; Ph.D., Syracuse University;  
Bridgewater College, 1967-1986.
- George Webster Kent ..... *Associate Professor of Psychology, Emeritus*  
B.A., Franklin College; M.A., University of Oregon; Bridgewater College, 1954-1991.
- James J. Kirkwood ..... *Professor of English, Emeritus*  
B.A., M.A., Wake Forest University; Ph.D., Duke University; Bridgewater College,  
1968-1993
- Paul M. Kline ..... *Professor of Art, Emeritus*  
B.A., Bridgewater College; M.F.A., Virginia Commonwealth University; Bridgewater  
College, 1959-1997.
- Bernard S. Logan ..... *Professor of Economics and Business Administration, Emeritus*  
B.A., Bridgewater College; M.S., Ph.D., University of Wisconsin; Bridgewater College,  
1959-1967; 1978-1984.
-



- Laura Susan Mapp ..... *Associate Professor of Physical Education, Emerita*  
B.S., University of Richmond; M.S., University of Tennessee; Bridgewater College, 1961-1998.
- W. Robert McFadden ..... *Anna B. Mow Professor of Religion, Emeritus*  
B.A., Manchester College; B.D., Bethany Theological Seminary; Th.D., Boston University; Bridgewater College, 1961-1998.
- William L. Mengebier ..... *Professor of Biology, Emeritus*  
B.S., The Citadel; M.A., Oberlin College; Ph.D., University of Tennessee; Bridgewater College, 1968-1987.
- David G. Metzler ..... *Professor of Philosophy and Religion, Emeritus*  
B.A., McPherson College; B.D., Bethany Theological Seminary; S.T.M., Harvard University; Th.D., Boston University; Bridgewater College, 1958-1962; 1966-1982; 1983-1995.
- Lowell A. Miller ..... *Business Manager and Treasurer, Emeritus*  
B.A., Bridgewater College; Bridgewater College, 1958-1983.
- Lamar B. Neal ..... *Associate Professor of Political Science and History, Emeritus*  
B.S., M.S., Mississippi State University; J.D., LL.M., University of Mississippi; Bridgewater College, 1971-1998.
- Dean Royce Neher ..... *Professor of Computer Science and Physics, Emeritus*  
B.S., McPherson College; M.S., Ph.D., University of Kansas; Bridgewater College, 1961-1994.
- Daniel M. Spitzer, Jr. .... *Professor of Business Administration, Emeritus*  
B.A., M.S., University of Virginia; M.B.A., College of St. Thomas; Ph.D., University of Virginia; Bridgewater College, 1989-2000.
- Janet W. Stevens ..... *Assistant Professor of Home Economics, Emerita*  
B.S., University of Maryland; M.Ed., James Madison University; Bridgewater College, 1978-86.
- Thomas R. Thornley, Jr. .... *Professor of Music, Emeritus*  
B.A., M.M.E., University of South Carolina; Ed.D., University of Virginia; Bridgewater College, 1972-1997.
- Martha B. Thornton ..... *Professor of Religion, Emerita*  
B.S., Defiance College; M.A., Ed.D., Hartford Seminary Foundation; Bridgewater College, 1968-1986.
- Gary L. Tyeryar ..... *Professor of English, Emeritus*  
B.A., Western Maryland College; M.A., Rice University; Ph.D., University of Wisconsin; Bridgewater College, 1968-2002.
- Fred F. Wampler ..... *Professor of Education, Emeritus*  
B.A., Bridgewater College; M.A., George Washington University; Ed.D., University of Maryland; Bridgewater College, 1957-1988.
- John E. White ..... *Associate Professor of Mathematics, Emeritus*  
B.A., Bridgewater College; M.S., Virginia Polytechnic Institute and State University; Bridgewater College, 1960-1963; 1965-2000.
- Carlyle Whitelow ..... *Assistant Professor of Physical Education, Emeritus*  
B.A., Bridgewater College; M.Ed., University of Virginia; Bridgewater College, 1969-1997.

## **Faculty Councils and Committees**

### **2001-2002**

#### ***REPORTING TO THE PRESIDENT***

##### **President's Council**

*(The President's Council also serves as the Budget Committee, with Anne B. Keeler acting as Chair of the Committee.)*

Phillip C. Stone, Chair, Elizabeth G. Hylton, Secretary, James H. Benson, Arthur C. Hessler, Anne B. Keeler, Charles H. Scott

##### **Council on Administration**

Phillip C. Stone, Chair, Elizabeth G. Hylton, Secretary, Martha S. Armstrong, James H. Benson, Michael S. Hensley, Arthur C. Hessler, Jesse E. Hopkins, Jr., Anne B. Keeler, Susan L. Piepke, Charles H. Scott

##### **Forum for Religious Studies**

Carl F. Bowman, Co-chair, Stephen L. Longenecker, Co-chair, William E. Abshire, Emmert F. Bittinger, Ellen K. Layman, David G. Metzler, Robert R. Miller, Carol A. Scheppard

#### ***REPORTING TO THE VICE PRESIDENT AND DEAN FOR ACADEMIC AFFAIRS***

##### **Council on Education**

Arthur C. Hessler, Chair, Cynthia K. Howdyshell, Secretary, K. Gary Adams (2002), David E. Coffman (2004), Susan L. Piepke (2003), Gary L. Tyeryar (2002), W. Steve Watson, Jr. (2004), Leroy G. Williams (2003), Robert B. Andersen, ex officio

#### ***REPORTING TO THE COUNCIL ON EDUCATION***

##### **General Education Committee**

K. Gary Adams, Robert B. Andersen, Nan R. Covert, James W. Eaton, Michael S. Hensley, Arthur C. Hessler, Cynthia K. Howdyshell, Edward W. Huffstetler, Susan L. Piepke, Carol A. Scheppard

##### **Committee on Curriculum Development**

Members of the Council on Education

\*Troy W. Akers, \*Jeffrey W. Carr, \*Andrew E. Miracle

##### **PDP Steering Committee**

Robert D. Andersen, Chair, Nan R. Covert, James W. Eaton, Harriett E. Hayes, Jesse E. Hopkins, Jr., James S. Josefson, Melanie K. Laliker, William D. Miracle, Jeffrey H. Pierson, Carol A. Scheppard, W. Steve Watson, Jr., Anne O. Zumbro, \*James A. Meadows, \*Kristin M. Tyree

### **Committee on Teacher Education**

Lanny W. Holsinger, Chair, Kathryn Rhodes Bremner, Alumni Representative, Robert B. Andersen, David E. Coffman, Jon L. Dellett, Mary Frances Heishman, Arthur C. Hessler, Jesse E. Hopkins, Jr., Cynthia K. Howdysshell, Elaine R. MacLeod, Nancy W. St. John, Gary L. Tyeryar, Ann B. Welch

*John H. Kidd, Division Superintendent, Rockingham County*

*Gary McQuain, Division Superintendent, Augusta County*

*Harry Lunsford, Division Superintendent, Staunton City*

### **Committee on Promotion and Tenure**

William E. Abshire (2001-2003), James W. Eaton (2001-2002), Nancy L. St. John (2001-2003), Sarah E. Swank (2001-2002), Arthur C. Hessler, ex officio

### **Committee on Convocations**

Harriett E. Hayes, Chair, Nan R. Covert, Laura Desportes, Stanley A. Galloway, Arthur C. Hessler, Jesse E. Hopkins, Jr., James S. Josefson, Ralph C. MacPhail, Jr., John D. Manson, Robert R. Miller, William D. Miracle, Ellen M. Mitchell, W. Steve Watson, Jr., \*Jennie E. Draper, \*Daryl L. Funk, \*Julie C. Jackson, \*Andrew E. Miracle

### **Committee on Library**

David E. Coffman, Chair, Ruth A. Greenawalt, Secretary, Paul J. Bender, Daniel W. Bly, Nan R. Covert, Stanley A. Galloway, Arthur J. Gumenik, Arthur C. Hessler, L. Michael Hill, Verne E. Leininger, Susan L. Piepke, Grace F. Steinberg, Philip R. Sturm, Leroy G. Williams, \*Joe M. Kittle, \*Elizabeth C. Sellers

### **Committee on Philomathean**

Edward W. Huffstetler, Chair, Stephen F. Baron, Nan R. Covert, Melanie Laliker, Gavin R. Lawson, Barbara P. Long, Alice L. Trupe

### **Endowed Lectureships Committee**

Arthur C. Hessler, Chair, Robert B. Andersen, Jon L. Dellett, Harriett E. Hayes, Lynn McGovern-Waite, Philip R. Sturm, \*Anthony Patterson, \*Lori A. Riley

### **Committee on Chemical Safety**

Joseph M. Crockett, Chair, Erich E. Brumbaugh

### **Committee on Faculty Social Life**

Ralph C. MacPhail, Jr., Chair, John G. Barr, Nan R. Covert, Joseph M. Crockett, Bryce F. Hanlon, Barbara P. Long, Martha B. Knight, Mwizenge S. Tembo

### **Faculty Nomination Committee**

William E. Abshire (2003), Richard L. Bowman (2002), Manown Kisor, Jr. (2004), Arthur C. Hessler, ex officio

### **Pre-Medical Committee**

Gavin R. Lawson (Biology), Chair, Erich E. Brumbaugh (Chemistry), L. Michael Hill (Biology), Brian M. Kelley (Psychology), Barbara H. Long (Health and Exercise Science), Phillip T. Spickler (Physics)

### **Steering Committee for Faculty Development and Evaluation System**

Michael S. Hensley, Chair, James W. Eaton, Arthur C. Hessler, Lanny W. Holsinger, Stephen L. Longenecker, Lynn McGovern-Waite, Sarah E. Swank

### **Committee on Campus Wellness**

Barbara H. Long, Chair, Linda S. Bowers, Kevin Carlson, Arthur J. Gumenik, Curtis L. Kendall, Wilmer Leatherman, Terry E. Houff, Manown Kisor, Jr., John S. Spencer, Nancy W. St. John, Kimberly D. Wright, Anne O. Zumbro, \*Charity L. Tyree, \*Stacie E. Essex

### **Leadership Program Development Steering Committee**

Jeffrey H. Pierson, Chair, James H. Benson, Michael B. Clark, Arthur C. Hessler, Lanny W. Holsinger, William D. Miracle, Rodney S. Morris, Carol A. Scheppard, W. Steve Watson, Jr.

### **Committee on Honors Program**

Carol A. Scheppard, Chair, Catherine L. Elick, Harriett E. Hayes, Arthur C. Hessler, David K. McQuilkin, Robert B. Anderson, ex officio

### **Committee on Cultural Activities**

Jesse E. Hopkins, Jr., Chair, K. Gary Adams, Daniel W. Bly, Karen D. Bowman, Laura Desportes, Verne E. Leininger, Ralph C. MacPhail, Jr., John D. Manson, David K. McQuilkin, Philip F. O'Mara, Stacy A. Pauley, \*Justin J. Greene, \*Emila J. Sutton

## ***REPORTING TO THE VICE PRESIDENT FOR ADMINISTRATION***

### **Council on Student Affairs**

William D. Miracle, Chair, James H. Benson, Arthur C. Hessler, Brian C. Hildebrand, Brian M. Kelley (2002), John D. Manson, Robert R. Miller, Rodney S. Morris (2003), Crystal Ragan, Anne O. Zumbro, \*Troy W. Akers, \*Sarah J. Miller, \*Megan A. Orndorff, \*David L. Wyant

## ***REPORTING TO THE COUNCIL ON STUDENT AFFAIRS***

### **Eagle Productions**

John D. Manson, Chair, John DeSotel, Carrie H. Harman, Heather A. Meyer, William D. Miracle, Crystal Ragan, Benjamin J. Spotts, Whitney Stroop, Mwizenge S. Tembo, Randall C. Young, Anne O. Zumbro, \*Alexis D. Benson, \*Ashley P. Campbell, \*Stacie E. Essex, \*Nicole K. Hessberger, \*Ryan R. Hickey, \*Jared A. Holley, \*Colleen E. Karn, \*Cynthia M. Lemberg, \*James A. Meadows, \*Holly G. Moyer, \*Katie L. Phillips, \*Elizabeth A. Pietrzyk, \*Jennifer L. Sanders,

### **Committee on Admissions and Financial Aid**

Brian C. Hildebrand, Chair, Paul J. Bender, David E. Coffman, Jeffrey H. Pierson, Linda F. Stout, Donald R. Witters

### **Council on Athletics**

Curtis L. Kendall, Chair, Paul J. Bender, Faculty Athletic Representative, James H. Benson, Kevin Carlson (2002), James W. Eaton (2003), Stephen L. Longenecker (2001), E. Dustyn Miller, William D. Miracle, Charles H. Scott, Linda F. Stout, Melvin D. Wampler, Jean Willi, \*Laura W. Boyd, \*Jarrett L. Smith, \*Sarah E. Wyant

## ***REPORTING TO THE COUNCIL ON ATHLETICS***

### **Student Athlete Advisory Committee**

Jean Willi, Advisor, \*David H. Downs, \*Sarah K. Hagood, \*Matthew W. Huffman, \*Lindsay C. Kennedy, \*C. Shane Moats, \*Sarah G. Pritchett, \*Sarah E. Wyant

### **Council on Religious Activities**

Robert R. Miller, Chair, Nan R. Covert, Ellen K. Layman, Verne E. Leininger (2003), Carol A. Scheppard (2002), \*Linnetta S. Alley, \*Wendy D. Campbell, \*Shay K. McNeil, \*David Lee Thompson

### **College Environmental Committee**

Todd O. Soli, Chair, James H. Benson, Joseph M. Crockett, Donald E. Fulk, Michael J. Hough, Robin A. Puffenbarger, James Purdie, Dale K. Rusmisel, Haitham Shtaieh, Sarah E. Swank, Melvin D. Wampler, Kimberly D. Wright

### **Hall of Fame Selection Committee**

James H. Benson, Chair, Elaine C. Dellinger, Secretary, Billy O. Burkholder, Hall of Fame Representative, Raymond A. Bussard, Hall of Fame Representative, Stephen D. Cox, Margaret F. Horn, Hall of Fame Representative, Mary Frances Heishman, Curtis L. Kendall, Ellen K. Layman, W. Steve Watson, Jr.

## ***REPORTING TO THE VICE PRESIDENT FOR FINANCE AND TREASURER***

### **Committee on Information Technology**

Richard L. Bowman, Chair, Terry E. Houff, Secretary, James H. Benson, Erich E. Brumbaugh, Sally Jane Conner, Dawn S. Dalbow, Stanley A. Galloway, Arthur C. Hessler, Brian T. Howard, Cynthia K. Howdysshell, David C. Huffman, Anne B. Keeler, Michael G. Ours, Mary Beth Schwab, Shane D. Stevens, Linda S. Stout, Leroy G. Williams


\*Student Representatives

## **Calendar Definition**

Prior to the 1999-2000 academic year, the academic programs of Bridgewater College were presented as a 3-3-1-3 Calendar, which consisted of three 10-week terms and one 3-week Interterm. The unit of credit earned is equivalent to the semester credit. Most classes met four sixty-minute periods per week, plus additional laboratory time as appropriate.

With the fall 1999 entering class, the College changed to the traditional semester calendar, with a January Interterm.


# Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program

		<b>HEA - Title II</b> <b>1999-2000 Academic Year</b>					
Institution Name	BRIDGEWATER COLLEGE						
Institution Code	5069						
State	Virginia						
Number of Program Completers Submitted	40						
Number of Program Completers matched and used in passing rate calculations.	40						
							</


<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.



# Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program

 <b>ETS Educational Testing Service</b> <b>Institution Name</b> <b>Institution Code</b> <b>State</b> <b>Number of Program Completers Submitted</b> <b>Number of Program Completers matched and used in passing rate calculations.</b>		<b>HEA - Title II</b> <b>1999-2000 Academic Year</b>					
		BRIDGEWATER COLLEGE					
		5069					
		Virginia					
		40					
		40					
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Statewide Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
GERMAN	180				1		
SPANISH	190				15	14	93%
SPANISH CONTENT KNOWLEDGE	191				5		
BIOLOGY	230	1			49	49	100%
BIOLOGY CONTENT KNOWLEDGE (CT)	235	1			18	11	61%
CHEMISTRY	240				5		
CHEMISTRY CONTENT KNOWLEDGE (CT)	245				3		
PHYSICS	260				2		
PHYSICS CONTENT KNOWLEDGE (CT)	265				3		
EARTH/SPACE SCIENCE	570				3		
EARTH SCIENCE CONTENT KNOWLEDGE	571				4		
<b>Other Content Areas</b>							
TECHNOLOGY EDUCATION	050				12	12	100%
HOME ECONOMICS EDUCATION	120	1			3		
MARKETING EDUCATION	560				3		

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment

 <b>Educational Testing Service</b>		<b>HEA - Title II</b> <b>1999-2000 Academic Year</b>			<b>Number Taking Assessment</b>	<b>Statewide Number Passing Assessment</b>	<b>Statewide Pass Rate</b>
		BRIDGEWATER COLLEGE					
		5069					
		Virginia					
		40					
		40					
<b>Institution Name</b>							
<b>Institution Code</b>							
<b>State</b>							
<b>Number of Program Completers Submitted</b>							
<b>Number of Program Completers matched and used in passing rate calculations.</b>							
<b>Type of Assessment<sup>2</sup></b>		<b>Number Taking Assessment<sup>3</sup></b>	<b>Number Passing Assessment<sup>4</sup></b>	<b>Institutional Pass Rate</b>			
Aggregate - Basic Skills		40	26	65%	2802	2282	81%
Aggregate - Professional Knowledge							
Aggregate - Academic Content Areas (Math, English, Biology, etc.)		7			602	556	92%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)		1			18	18	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)							
Aggregate - Performance Assessments							
Summary Totals and Pass Rates <sup>5</sup>		40	26	65%	2813	2262	80%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total passrate

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